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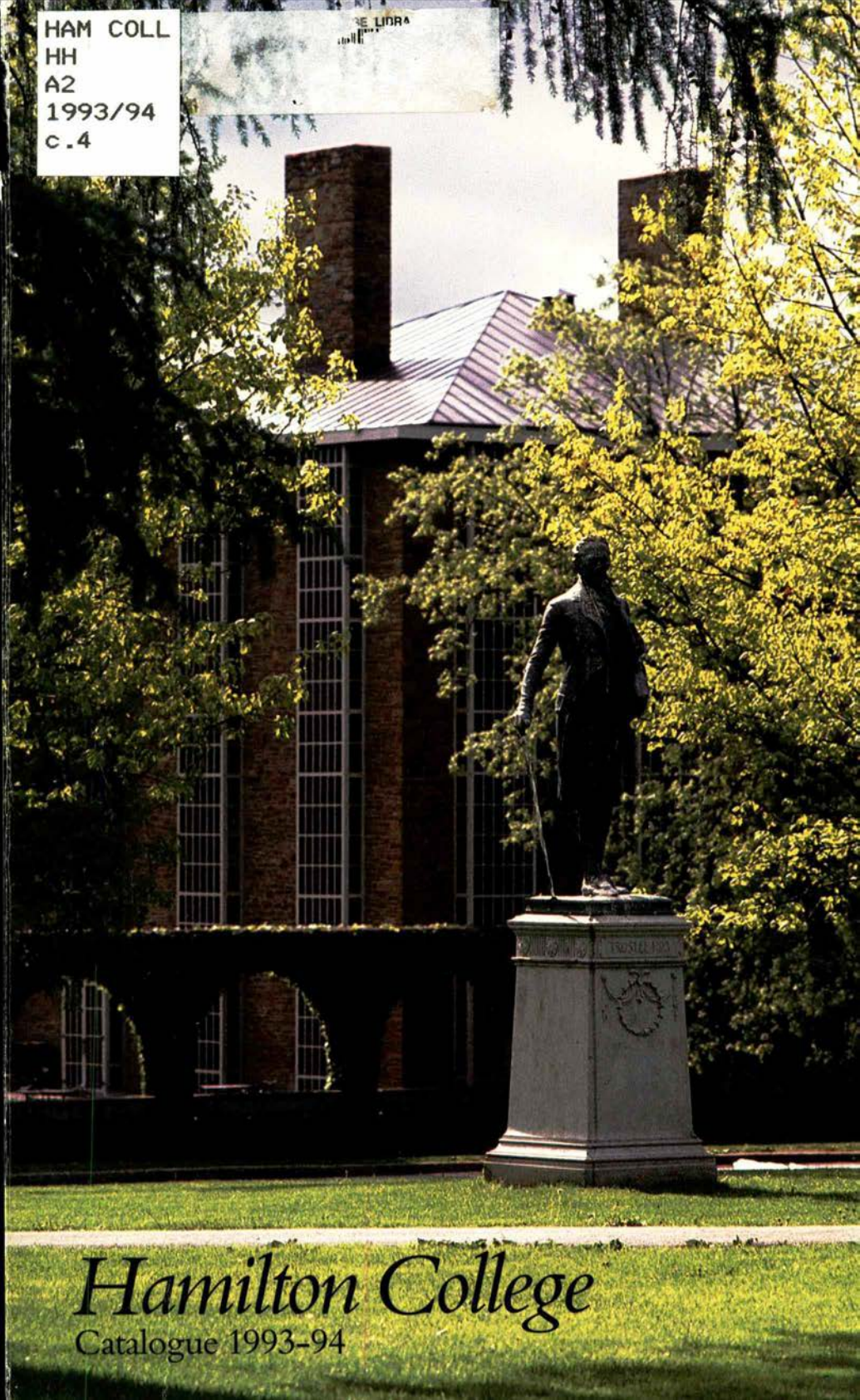
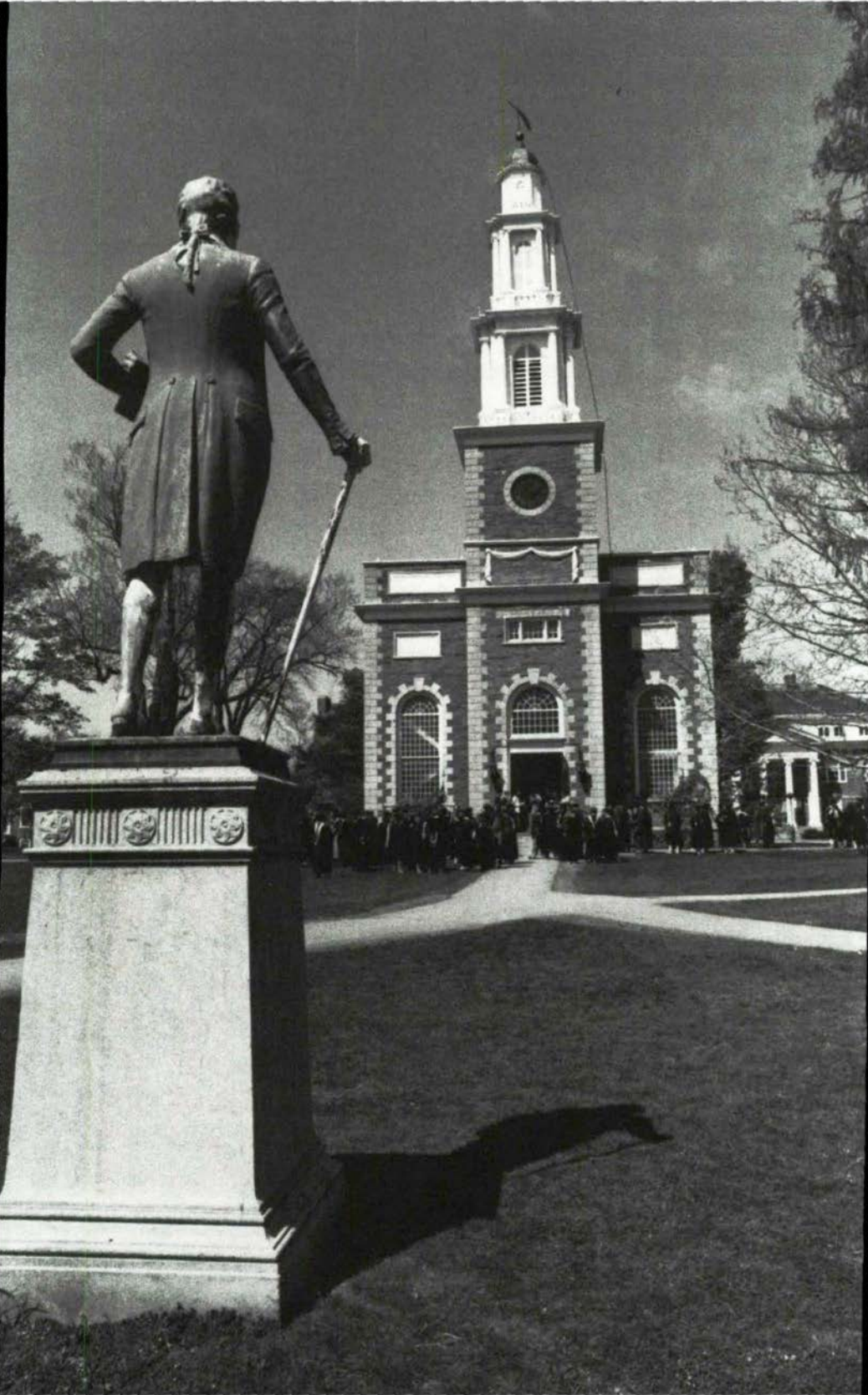


Hamilton College

Catalogue 1993-94

HAMILTON COLLEGE
LIBRARY



Hamilton College Catalogue 1993-94

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History of the College

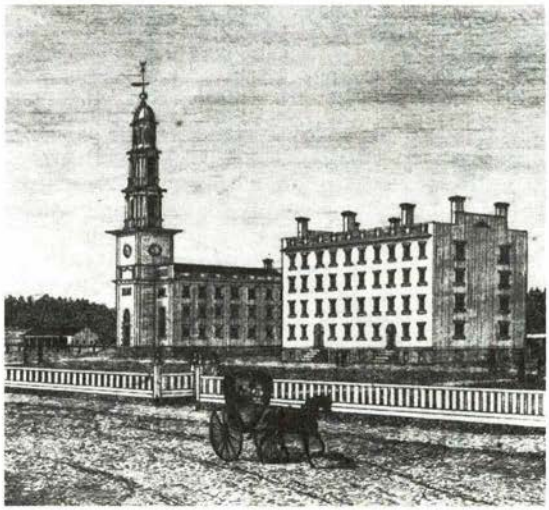
Hamilton College had its beginnings in a plan of education drawn up by Samuel Kirkland, missionary to the Oneida Indians, almost 200 years ago. The heart of the plan was a school for the children of the Oneidas and of the white settlers, who were then streaming into central New York from New England in search of new lands and opportunities in the wake of the American Revolution.

In 1793 the missionary presented his proposal to President George Washington in Philadelphia, who "expressed approbation," and to Secretary of the Treasury Alexander Hamilton, who consented to be a trustee of the new school, to which he also lent his name. The Hamilton-Oneida Academy was chartered soon thereafter. On July 1, 1794, in colorful ceremonies attended by a delegation of Oneida Indians, the cornerstone was laid by Baron von Steuben, Inspector General of the Continental Army and "drillmaster" of Washington's troops during the War for Independence.*

The Academy remained in existence for nearly 20 years. It faltered, almost failed, and never came to serve Samuel Kirkland's original purpose, which was to help the Oneidas adapt to a life in settled communities. In fact, few Oneidas came to attend the school, and its students were primarily the children of local white settlers. Yet the Academy remained the missionary's one enduring accomplishment when, a few years after his death, it was transformed into Hamilton College.

The new institution of higher learning was chartered in 1812. The third college to be established in New York State, it is today among the oldest in the nation. Its history has been both long and eventful. After surviving dire difficulties in its early years, the College began to flourish in the period prior to the Civil War. Throughout the nineteenth century, however, it remained steadfast in its adherence to a traditional classical curriculum. Its students (all male), drawn almost entirely from the small towns and rural areas of upstate New York, were expected to enter well prepared in Greek and Latin. They continued to receive generous instruction in those languages, as well as in philosophy, religion, history, and mathematics, throughout their stay on the Hill. In that respect, Hamilton was not unusual among colleges of the time. However, there was a greater emphasis on "rhetoric and elocution" than at other schools, and public speaking became, and to some extent remains, a Hamilton tradition.

College life in the nineteenth century was rigorous. Students studied by lamp and kept warm by fires fueled with wood that they themselves had gathered. Each morning, they met in Philip Hooker's unique three-story chapel to hear a lesson, usually from the President. Although the requirement of chapel attendance has long since disappeared, this most beautiful of the College's buildings continues to dominate the central quadrangle. The social activities of undergraduates, left mostly to their own



** This historical link with our nation's origins has provided the inspiration for Hamilton's official colors (buff and blue, the colors of the Continental Army uniform), as well as the nickname for its athletic teams (the Continentals).*

ingenuity and direction, led to the early growth of literary societies which sponsored programs of declamation and debate. Social fraternities were first formed on campus during the 1830s, and several continue to exist today. Athletic activities of the informal variety were the rule until the end of the century, when organized intercollegiate sports began to appear.

As the College entered its second century in 1912, Hamilton was preparing itself for the modern era. An ambitious building program under President Melancthon Woolsey Stryker (1892-1917) had given the College facilities that were the envy of peer institutions, and the curriculum had been substantially revised to accommodate modern languages and the sciences.

However, it was under President Stryker's successor, Frederick Carlos Ferry (1917-1938), that Hamilton achieved solid academic status among America's leading liberal arts institutions. Actively supported by Elihu Root, the distinguished statesman and Nobel Prize laureate who was Chairman of the Board of Trustees, President Ferry nurtured Hamilton as a place of quality teaching and learning. The work of modernizing the curriculum was continued, and a comprehensive and innovative athletic program giving encouragement to amateur enthusiasm and widespread participation was introduced.

In the aftermath of World War II, the pace of change accelerated. The student body was expanded and, thanks to a large and ever-growing pool of applicants, its quality was enhanced as well. The Faculty also grew in size and stature, and the social sciences became a more vital part of the curriculum through incorporation of course offerings in anthropology, economics and government.

Perhaps the most revolutionary change of all occurred when Hamilton established a sister institution, Kirkland College, in 1968. Even though Hamilton remained a men's school while Kirkland enrolled women only, students cross-registered for courses and they shared certain facilities, such as the new Burke Library. A coeducational atmosphere was thus created on the Hill. In addition, Kirkland offered numerous areas of study that were not then available at Hamilton. When the two colleges were combined in 1978, Hamilton became fully coeducational and its curriculum received enrichment from Kirkland's, particularly in the performing and studio arts and in such fields as comparative literature and sociology.

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Hamilton College Calendar, 1993-94

Aug.	31-4	Tuesday-Saturday	New Student Orientation
Sept.	4	Saturday	Upperclass students return
	6	Monday	Classes begin
	9	Thursday	Last day to add a course or to exercise the credit/no credit option
Oct.	8	Friday	Mid-term recess begins, 4 p.m.
	13	Wednesday	Classes resume, 8 a.m.
	15	Friday	Mid-term warnings due
	22-24	Friday-Sunday	Parents Weekend
	22	Friday	Last day to drop a course without penalty
	29	Friday	Last day to declare leave of absence for spring semester 1994
Nov.	8-12	Monday-Friday	Preregistration for spring semester
	23	Tuesday	Thanksgiving recess begins, 4 p.m.
	29	Monday	Classes resume, 8 a.m.
Dec.	10	Friday	Fall semester classes end
	11-13	Saturday-Monday	Reading period
	14-19	Tuesday-Sunday	Final examinations
Jan.	17	Monday	Spring semester classes begin, 8 a.m.
	20	Thursday	Last day to add a course or to exercise the credit/no credit option
Feb.	14-18	Monday-Friday	Sophomores declare concentration
	25	Friday	Last day to declare leave of absence for fall semester 1994
Mar.	4	Friday	Mid-term warnings due
	11	Friday	Last day to drop a course without penalty
	11	Friday	Spring recess begins, 4 p.m.
	28	Monday	Classes resume, 8 a.m.
Apr.	11-15	Monday-Friday	Preregistration for fall semester
May	6	Friday	Class and Charter Day
	6	Friday	Spring semester classes end
	7-9	Saturday-Monday	Reading period
	10-15	Tuesday-Sunday	Final examinations
	22	Sunday	Commencement

In recent years the curriculum has been further expanded to incorporate interdisciplinary studies such as Africana, American, Asian, Latin American, and Women's Studies, as well as computer science and a program in public policy. Also, the physical plant has been continuously renovated and expanded, providing students with access to exceptionally modern facilities and equipment for both academic and extracurricular pursuits. Among recent developments are extensive renovations of facilities for the sciences, new language laboratories, an audio-visual center, a reading and writing center, the Emerson Gallery for the exhibition of works of fine art, and the expansion of the Robert E. Jones Computer Center. The latest major projects to be dedicated, the Hans H. Schambach Center for Music and the Performing Arts and the William M. Bristol, Jr. Swimming Pool, were constructed in 1988. Construction on the Walter Beinecke, Jr. Student Activities Village was completed in the summer of 1993.

In 1992 the College that evolved from Samuel Kirkland's plan of education celebrated the 180th anniversary of its charter. Far from the modest frontier school for white and Oneida Indian children that the missionary envisioned, it has become an institution of higher education that draws its students from all areas of our country and even beyond its borders. Although Hamilton remains small by present-day standards and currently has a student body of only 1,650, it provides resources and facilities for a quality education that compare favorably with those offered by undergraduate institutions substantially larger in size. While faithfully maintaining the tradition of liberal learning in a comfortably intimate environment, Hamilton has responded to changing needs and circumstances in preparing its students for a world unimagined by Samuel Kirkland in the days of our nation's infancy.

College Purposes and Goals

Education in all its forms is the central mission of Hamilton College. At Hamilton it is understood that the pivotal commitment of the Faculty, Administration, and Staff to the intellectual and personal development of students is the College's most important and enduring tradition.

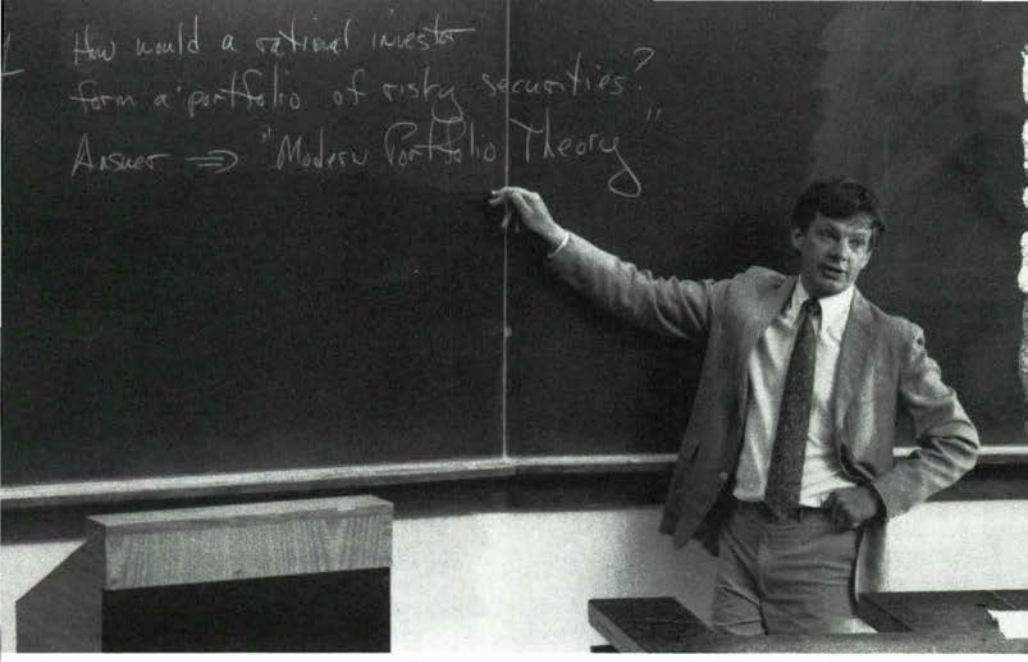
Hamilton is a coeducational, residential liberal arts community whose members value and seek intellectual and cultural diversity. The College encourages respect for political, religious, ethnic, racial, physical, generational, sexual and affectional, and intellectual differences, because such respect promotes free and open inquiry, independent thought, and mutual understanding.

Teaching and learning link the classroom to other aspects of student life and contribute to an educational environment that supports civility, respect, and meaningful student-faculty interaction. The Faculty represents men and women who are dedicated to the promotion of academic achievement, human decency, and personal growth. Hamilton students talk about "working with" rather than "taking courses from" their professors. Undergraduates spend much time with their teachers identifying problems, clarifying questions, experimenting with solutions, and frequently doing collaborative research. Although opportunities for social and recreational activities abound, Hamilton is, above all, an academic community in which challenging intellectual work is the main focus.

The fundamental purpose of a Hamilton education is to enable young men and women of unusual gifts to realize their fullest capacities, for their own benefit and that of the societies in which they will live. The College's motto, "Know Thyself," summarizes the primary goal of a liberal arts education. At Hamilton we believe that the proper mixture of good students, dedicated faculty, and a well-designed curriculum offers the best hope for a lifetime of continuing learning, intellectual exploration, and personal fulfillment. Hamilton's curriculum reflects an appropriate respect for breadth and depth in the study of the liberal arts. The College expects its students to develop the ability to read, observe, and listen with critical perception, and to think, write, and speak with clarity, understanding, and precision.

More specifically, a Hamilton education has as its essential goals the development of the following abilities:

1. **Fundamental Skills.** All academic work promotes the development of these skills, and the College expects its students to attain a satisfactory level of achievement in written, oral, and quantitative work. Students are encouraged to take writing-intensive courses. The Writing Program requires that every student pass at least three such courses, each taken in a different semester. For further details on the requirement, see "Standards for Written Work" under Academic Regulations. This requirement should be completed by the end of the junior year.
2. **Breadth of Coursework.** The student must earn a minimum of two course credits in each of the four academic divisions listed below. This requirement should be completed by the end of the junior year.
   a) **Arts** (Art, College 300, Creative Writing, Dance, Music, and Theatre). Course choices in this division must include at least one full-credit course.
   b) **Historical Studies and Social Sciences** (Africana Studies, American Studies, Anthropology, Asian Studies, Economics, Government, History, Latin American Studies, Linguistics, Public Policy, Sociology, and Women's Studies). Course credits in this division must be earned in at least two different departments or programs.
   c) **Humanities and Languages** (Classics, Comparative Literature, Critical Languages, East Asian Languages and Literature, English Literature, German and Russian Languages and Literatures, Philosophy, Religious Studies, Romance



Languages and Literature, and Rhetoric and Communication). Course credits in this division must be earned in at least two different departments or programs. Although students are not required to learn a second language, the Faculty believes that a good liberal arts education includes the development of proficiency in at least one foreign language.

d) **Sciences and Mathematics** (Biology, Chemistry, Geology, Mathematics and Computer Science, Physics, and Psychology). Course credits in this division must be earned in at least two different departments or programs.

3. **Cultural Diversity.** The purpose of this goal is to make students aware of the diversity of the human condition and of assumptions about social relations, power and authority, and world view connected with their own sociocultural heritage. Progress toward this goal must be made by one or more of the following:

   a) studying at the college level in a foreign country having a culture other than one's own;

   b) completing any course in Africana Studies, Asian Studies, Latin American Studies, Russian Studies, or Women's Studies;

   c) completing certain courses, appropriate to this goal, from other departments and programs.

   A course chosen to count toward this goal may also count toward Goal 2. This requirement should be completed by the end of the junior year.

4. **Ethical Issues.** To ensure that students think about ethical choices, about ways of approaching them, and about ways the range of choices may be shaped by society and culture, each student must complete at least one course that addresses such matters. Courses that may be appropriate to this goal are offered by many departments and programs. A course chosen to count toward this goal may also count toward Goal 2. This requirement should be completed by the end of the junior year.

5. **Concentration.** The student must meet the requirements for a concentration.

Students make progress toward meeting these goals through a series of curricular requirements and through educational choices made in the context of a strong faculty advising program. A faculty advisor assigned to each student provides information, advice, and dialogue about choice of courses as the student strives to meet the five goals. For many faculty members and students, this relationship will be as important as any they form. As the primary intellectual guide, the Faculty determines the fundamental structure and the basic requirements in light of the liberal arts tradition and its appropriate adaptation to the contemporary world.

In sum, our mission is to provide an educational experience that emphasizes academic excellence and the development of students as human beings. This experience centers on ready access to an exceptional faculty and can be shaped to meet each individual student's interests and aspirations. A Hamilton education will prepare you to make choices and to accept the responsibilities of citizenship in a democratic world of intellect and diversity. It will be the foundation on which you build a lifetime of personal and professional achievement and satisfaction.

Academic Programs and Services

The College Year

The College's calendar consists of two 14-week semesters. Students will normally elect four full-credit courses each semester to meet the minimum graduation requirement of 32 credits.

Students elect courses from among the offerings of 22 departments and 13 interdisciplinary programs. For qualified upperclass students, the College's Term in Washington and programs in France and Spain provide unusually rich off-campus educational experiences.

Academic Advising

The Hamilton College curriculum affords students a wide range of courses and disciplines within the liberal arts. The College relies heavily on a system of academic advising designed to assist students as they establish their academic goals and in the selection of their courses. Each advisor is a member of the Faculty with a term of service beyond one year. Although students ultimately decide which courses to take, their advisors help them determine the level and sequence of courses appropriate to their needs and guide them in planning a balanced four-year program.

Each first-year student is assigned a faculty advisor who provides guidance during the first and second years. The advisor will help the student plan the fall course schedule during Orientation. At that time, each student also takes a variety of placement and proficiency tests. The results of these tests enable the student and advisor to discuss and agree upon appropriate courses and to initiate development of a balanced academic program.

Preregistration for each semester takes place near the end of the preceding semester. At such times of academic advising, students are encouraged not only to plan for the coming semester but also to look ahead to their entire course of study, with special attention to the educational goals of the College.

In the second semester of the second year, students elect their concentration, after which time advising becomes the responsibility of a faculty member in the student's field of study. Student and advisor continue to work on the student's plans to satisfy the goals of the College, to fulfill the requirements of the concentration, and to prepare for the senior program of the concentration. Certain members of the Faculty offer counsel to students preparing for particular professions and careers.

Hamilton's advising system is distinctive among colleges and universities in its reliance upon the Faculty to do all academic advising. The advisor is more than a casual faculty contact: advisor and advisee are expected to meet frequently and discuss the advisee's academic needs and problems. The performance and course selections of each student are reviewed carefully by the student's advisor, who may also consult with other advisors about his or her advisees' curricula and ways of strengthening them. Students may seek additional advice about their academic programs from the deans in charge of academic advising.

Academic Support Services

The Library—The Library contains more than 440,000 volumes, and the collection is constantly expanding with new acquisitions in response to ever-changing academic interests and curricular needs. The main collection is particularly strong in the areas of history, the social sciences, and the humanities. A separate science collection is maintained in a special library in the Science Building. In addition to books, the Burke Library regularly receives approximately 2,100 different periodicals, together with an ever-increasing amount of microform material. Additional material for research purposes is available through interlibrary loan arrangements with other libraries. Students have free access to the collection, and study carrels are provided for those preparing term papers or engaged in independent projects.

Among the Library's special collections are the Rare Book Collection, the Ezra Pound Collection, the Beinecke Lesser Antilles Collection, and the Alumni Collection of books written by and about graduates of the College. In addition, an area of the first floor of the Library contains easy chairs and a collection of books selected for leisure-time reading. Seminar rooms for small classes are also located in the Library.

Information Technology Services—Members of the Hamilton community have access to the type of computing resources normally found only at large universities. The mission of ITS is to help faculty, staff, and students to become self-sufficient users of computing hardware and software, the telephone system, and data networking. Public computing facilities are available in four main locations on campus, the Robert E. Jones Computer Center in the basement of the Burke Library, the Nesbitt-Johnston Reading and Writing Center, a social science laboratory, and a computer classroom in the Kirner-Johnson Building. These facilities contain over 125 microcomputers, as well as dot matrix and laser printers. Problem-solving and consulting services are provided by the ITS staff through a HelpDesk located in the Computer Center.

Other services provided by ITS staff include operating the College's Rolm voice/data telephone system through which members of the Hamilton community gain access to local and national data networks for electronic communication, access to library catalogues, and the global computer network, Internet; offering short training courses; ordering, installing, and maintaining computer hardware and software; developing automated systems for administrative offices; and organizing, analyzing, and reporting data in support of institutional research. ITS offices are located on the lower level of the Burke Library.

Nesbitt-Johnston Reading and Writing Center—Designed to support writing in courses throughout the curriculum, the Reading and Writing Center offers individual writing conferences with peer tutors for students who wish to discuss any writing, at any stage of its development, whether or not it is part of a course. Writing conferences are sometimes incorporated into the requirements of writing-intensive courses, but many students also request conferences on their own. In addition, the Reading and Writing Center, located in the Kirner-Johnson Building, offers faculty consultation, word processing facilities, and a resource library on writing in different disciplines.

Quantitative Literacy Center—Located in Christian A. Johnson Hall, the Quantitative Literacy Center was established to offer peer tutoring in any introductory-level course that has a mathematics component. The Center is staffed by students majoring in Chemistry, Economics, Geology, Mathematics, and Psychology. Students may drop in to review mathematics topics as needed, or to use the resources of the computer and video library. Other programs offered by the Center include a review for the mathematics portion of the Graduate Record Exam and workshops designed to accompany specific courses.

Study Skills Center—The Study Skills Center, located in Courtyard North, offers tutoring and academic skills assistance to all students on the basis of referral. The Center has a small textbook library and computer software for use with the MacIntosh computer. The services of the Center are provided under the supervision of the Higher Education Opportunity Program.

Concentration

Among the requirements for graduation is the successful completion of a concentration (major) offered by the several departments and programs of instruction.

The number of courses comprising a concentration normally ranges from eight to 10, depending upon the department or program. Specific descriptions of each concentration appear in the entries under Courses of Instruction. Every student is required to complete a senior program as defined by his or her concentration. For more information, see the sections entitled "Concentration" (under Academic Regulations) and "Senior Program," below.

The specific disciplines and programs in which a student may concentrate are Africana Studies, American Studies, Ancient Mediterranean Civilization, Anthropology, Art (History of Art or Studio Art), Asian Studies, Biochemistry/Molecular Biology, Biology, Chemistry, Classics, Comparative Literature, Computer Science, Creative Writing, Dance, Economics, English, Foreign Languages, French, Geology, German, Government, History, Linguistics, Mathematics, Music, Philosophy, Physics, Psychobiology, Psychology, Public Policy, Religious Studies, Russian Studies, Sociology, Spanish, Theatre, Women's Studies, and World Politics.

Minors

The specific disciplines and programs in which a student may minor are Africana Studies, Anthropology, Art (History of Art or Studio Art), Astronomy, Biology, Chemistry, Classics, Comparative Literature, Computer Science, Creative Writing, Dance, Economics, English, French, Geology, German, Government, History, Latin American Studies, Linguistics, Mathematics, Medieval/Renaissance Studies, Music, Philosophy, Physics, Psychology, Public Policy, Religious Studies, Russian Studies, Sociology, Spanish, Theatre, and Women's Studies. Specific descriptions of each minor appear in the entries under Courses of Instruction.

Senior Program

All students are required to complete the Senior Program in their concentrations. Each department and program of concentration has designed a senior program that serves as an integrating and culminating experience for the concentration by requiring students to use the methodology and knowledge gained in their first three years of study. Building on their courses, and showing their increasing ability to work independently in terms of both motivation and subject matter, seniors are required to produce a significant synthesis of knowledge by means of one of the following: a research project leading to a written, aural, or visual creation; a seminar for concentrators, including a major presentation and research paper by each student; or comprehensive examinations ideally involving both written and oral components. This requirement allows seniors to demonstrate at an appropriate level their mastery of content and the methods of the discipline and their continuing development of the essential arts of educated men and women.

Senior Fellowship Program

Each spring the Dean of the Faculty designates up to seven academically outstanding members of the junior class as Senior Fellows. Students in the junior year may become candidates by submitting a proposal for a senior year of independent study. The proposal usually grows out of earlier independent study courses and is framed in consultation with two faculty advisors of the student's choice. Senior Fellows are exempt from taking a normal course load in the conventional curriculum and they need not complete concentration requirements; they may take such courses as are appropriate to their fellowship projects and their educational goals. A written thesis is required at the close of the fellowship year, along with a public lecture to the College community. Evaluation is made by the advisors and an examination committee.

Hamilton College Junior Year in France and Academic Year in Spain

The Hamilton College programs in France and Spain are distinguished for the thoroughness with which they immerse students in the language, history, and culture of those countries.

Enrollment in the Junior Year in France Program is open to students whose preparation in French is sufficient to enable them to profit from courses in the humanities, fine arts, and social sciences taught in French. To be admitted, students must demonstrate a strong academic record and an adequate knowledge of French. The program, directed in France by a member of the Romance Languages Department, begins with a session in Biarritz in September and October. The balance of the academic year is spent in Paris.

In collaboration with the faculties of Williams and Swarthmore Colleges, Hamilton also sponsors a program in Madrid, the Academic Year in Spain. The program is open to sophomores, juniors, and seniors who wish to pursue studies in Spanish language, literature, and civilization. To be admitted, students must demonstrate a strong academic record and an adequate knowledge of Spanish. Hamilton is the primary organizer and sponsor of the program, while directorship rotates among members of the faculties of the three collaborating colleges. Students may be admitted for one term, but they are encouraged to spend one full academic year in Spain.

Students who may intend to apply to either of the programs should pursue study in the relevant language and consult with a member of the Department of Romance Languages. For further information on the programs, see "Romance Languages and Literature" under Courses of Instruction. Application materials are available through the Programs Abroad office.

Hamilton College Term in Washington Program

Each year Hamilton offers a one-semester program in Washington, DC, for qualified juniors and seniors. The program is directed by a resident member of the Government Department. It consists of internships in the legislative and executive branches of the federal government that are integrated with coursework involving research and writing. The term is designed for students who have demonstrated ability to work on their own initiative, and who have particular interest in the problems of government and public affairs. The program is not restricted to those concentrating in Government, and it is open to selected students from other colleges.

A Hamilton student who participates in the Term in Washington Program will be appointed to the Dean's List for that semester if that student earns a grade point average of 90 or higher in the three conventionally graded courses in the program and completes the required internship with work evaluated as "excellent" by the Director of the program.

Study at Neighboring Institutions

With appropriate approval (see "Transfer of Credit" under Academic Regulations), a Hamilton student may take coursework toward the baccalaureate degree at neighboring institutions during the fall and spring semesters. In recent years students have enrolled in courses at Colgate University and Utica College of Syracuse University. Usually one course is taken at a neighboring institution while the rest of the student's work is done at Hamilton.

Cooperative Programs

Hamilton has established cooperative arrangements with several other institutions to expand the educational opportunities open to students. Several instances are described below. Students enrolled in cooperative programs with other colleges and universities receive a Hamilton degree only upon demonstrating to the department in which they concentrate that they have fulfilled concentration requirements and have striven to satisfy the goals of the College. If the concentration requirements have not been met by the end of the junior year, they may, with the approval of the department, be completed at the cooperative institution.

Assurance of Admission: Master of Arts in Teaching—As a result of an agreement with Union College, well qualified Hamilton students are afforded the opportunity of gaining assurance of admission to Union College's Master of Arts in Teaching Program. The M.A.T. degree will normally require two summers and one academic year in residence at Union College, and carries with it secondary school teaching certification. Students interested in pursuing this option should contact Professor Timothy Kelly in the Department of Mathematics and Computer Science, preferably no later than the fall semester of their junior year.

Cooperative Engineering Program—Liberal arts-engineering (3-2) plans are in effect with Columbia University, Rensselaer Polytechnic Institute, and Washington University of St. Louis, whereby the student spends three years at Hamilton and then two years at the cooperating engineering school. At the end of this period, the student earns an A.B. from Hamilton and a B.S. from the engineering school. Admission to these programs in chemical, civil, electrical, and mechanical engineering (as well as many others) is based on the positive recommendation of the Department of Physics. Various 4-2 plans lead to different degree options. For details, consult with the engineering advisor, Professor J.W. Ring, in the Department of Physics.

Cooperative Law Program—The Hamilton cooperative law program permits highly qualified students to enter the Columbia University School of Law after completion of their junior year. The program in Accelerated Interdisciplinary Legal Education (AILE) permits these students to earn both the Hamilton baccalaureate degree and the Columbia *juris doctor* degree after three years of study at each institution. Interested students should consult with Professor Robert Simon in the Department of Philosophy.

Cooperative Public Policy Program—Hamilton cooperates with the University of Rochester in a trial program which will enable students to receive in five years the A.B. degree from Hamilton and a Master of Science degree from the University of Rochester in public policy analysis. Students interested in this option should consult with Professor Paul Gary Wyckoff in the Department of Government.

Early Assurance Program in Medicine—This cooperative effort by a small group of Northeastern liberal arts colleges and medical schools provides an opportunity for selected students, at the end of their sophomore year, to gain assurance of a place in medical school upon graduation from Hamilton. It is intended for students who are confident of their career choice and who have completed two of the four science courses required for admission to medical school. In addition, applicants must propose, for the third and fourth years of college, a plan of study that would not be possible if they were to follow the usual pathway in which the timing of additional science courses and admission test and interview requirements limit the options for exploring broader liberal arts educational opportunities. Although this program may reduce the academic pressures that premedical students often experience, its major purpose is to provide greater choices for personal development. More detailed information can be obtained from Professor Robin Kinnel in the Department of Chemistry.

Study Away from Hamilton

Each year approximately 150 Hamilton students study abroad, either with the College's programs in France and Spain or with other approved foreign study programs. Hamilton has special relationships with a number of these programs, such as those listed below. Students who think they may wish to study abroad, usually during the junior year, should consider early in their college careers, and in consultation with their advisors, how such study will fit into their academic planning. They should also be developing the self-reliant habits of study and a level of academic achievement that will qualify them for study abroad and enable them to perform successfully in unfamiliar conditions. Students who plan to study in a non-English-speaking country are advised to develop their proficiency in the language of that country.

It is also possible to study for a semester or more at other colleges and universities in the United States. Interested students should consult the procedures outlined in the sections on "Transfer of Credit" and "Leaves of Absence" under Academic Regulations, and should confer with the Associate Dean of Students well in advance of the semester or semesters during which they hope to study at any off-campus institution, either in the United States or abroad.

U.S.A.-Russia Academic and Cultural Exchange Program—Hamilton is a participating member of the American Collegiate Consortium for East-West Cultural and Academic Exchange. This is the first official year-long exchange program for under-

graduates of the United States and the former Soviet Union, now the Commonwealth of Independent States. Hamilton hosts Russian students each academic year and also sends its students to Russia and other CIS nations for study. In 1993-94 a Hamilton student will be enrolled in a university in Nizhnii Novgorod. This program is aimed at students majoring in any discipline who have an intermediate to advanced level of competence in Russian. For additional information, contact Professor John Bartle, Hamilton representative to the Consortium.

Classical Studies in Greece and Rome—Hamilton is an institutional member of the Intercollegiate Center for Classical Studies in Rome, Italy (the Centro), through the Empire State Consortium, and of the American School for Classical Studies in Athens, Greece.

The Intercollegiate Center for Classical Studies in Rome is open to students who have been trained in Latin or Greek. The program lasts for one semester and is offered during the fall and the spring. The Center provides an opportunity to study Greek and Latin literature, ancient history and archaeology, and ancient art in Rome itself. The Stanford Overseas Study Office administers the Center, and the faculty is chosen from among college and university teachers in the United States and Canada. The language of instruction is English.

The American School of Classical Studies in Athens operates summer programs that are open to undergraduates, graduate students, and high school and college teachers. There are two six-week summer sessions that focus on the topography and antiquities of Greece. Scholarships are available. Students interested in the programs in Greece or Rome should contact Professor Barbara Gold in the Department of Classics.

The Swedish Program at Stockholm University—Hamilton is one of 12 American colleges and universities sponsoring a program that enables students to enroll directly in Stockholm University and take courses in English with Swedish and other international students. Course offerings are diverse. Living arrangements are with host families or in the university dormitory. Participation is either for one semester or for the full academic year. For additional information, contact the Associate Dean of Students.

Academic Regulations

Baccalaureate Requirements

To qualify for the baccalaureate degree, a student must meet the degree requirements established by the Faculty for the class in which he or she has matriculated.

Course Units—The number of full-credit courses (or the equivalent) required for graduation is 32. They must be completed with passing grades; a grade of C- or higher must be achieved in at least one-half of the courses taken at Hamilton. No more than 15 course credits in a single department earned after entering the College, including transfer credits, may be counted toward the courses required for graduation. Each unit of credit is equivalent to four semester hours.

Residence—A student must complete at least one-half of the courses required for graduation while in residence at Hamilton and be in residence for the final semester of study. Residence means enrollment in programs sponsored by the College, on or off campus.

Time for Completion of the Degree—The normal pattern for earning the baccalaureate degree is four consecutive years of study. The requirements must be completed within seven calendar years from the date of matriculation.

Goals and Distribution Requirements—A student must meet the five goals of the College, which include certain distribution requirements. For additional information, see College Purposes and Goals.

Concentration—A student must complete the requirements for a regular concentration, a double concentration, or an interdisciplinary concentration with a cumulative average of at least 72 in all courses taken at Hamilton that are approved for the concentration. Seniors must take at least one course each semester in their concentrations unless granted an exemption by the departmental or program Chair and the Committee on Academic Standing. All students must complete the Senior Program in their concentrations.

Each student elects a concentration in the second semester of the sophomore year. For each student the requirements for the concentration elected are those specified in the edition of the Catalogue published for that student's sophomore year.

Regular Concentration—Students declare their concentrations in the spring of their second year, before preregistration for fall semester courses. By the end of the second year, a student must have completed at least two courses in the department or program of concentration, and must have received a cumulative average of 72 or higher for all work taken in that department or program. The concentration is listed on the official transcript. A student may change from one concentration to another only with the approval of the departments or programs involved and the Committee on Academic Standing.

Double Concentration—While students normally declare a single concentration, it is possible for a student to complete and gain recognition for concentrations in two departments or programs, provided that approval to elect a double concentration is granted by the departmental or program Chairs involved and by the Committee on Academic Standing. Approval to elect and declare a double concentration is granted only when the student makes a compelling case in writing to those whose approval is necessary. They will take into consideration the amount of progress the student has made toward meeting the first four of the College's academic goals (see College Purposes and Goals), the extent to which this combination of concentrations allows curricular distribution, the total number of courses required to complete both con-

centrations, and the student's ability to fulfill the Senior Programs of both concentrations. A student may not count a course as part of the concentration requirement in more than one department or program. When approved, both concentrations are listed on the official transcript. Petitions from those seeking approval for a double concentration will not normally be considered after the add period of the first semester of the petitioner's junior year. Those who have been granted permission for a double concentration may drop one of them at any time by informing the appropriate departmental Chair and the Registrar.

Interdisciplinary Concentration—A student may design and declare an interdisciplinary concentration involving two or more departments. After consulting with and gaining approval from the appropriate departmental Chairs, the student must submit the proposed interdisciplinary concentration in writing for approval by the Committee on Academic Standing, which will evaluate the proposal according to standards similar to those for the double concentration. The student must have a cumulative average of at least 72 in all courses approved for the concentration. The student must specify a Senior Program that meets the approval of the committee.

Regular Concentration with Option of a Minor—A student with a concentration in a single department or program may declare a minor in any other department or program that offers a minor, or in an interdisciplinary minor program previously approved by the Committee on Academic Policy. Students declaring a minor must consult with and gain the written approval of the appropriate departmental or program Chair. Declaration of a minor in the same department or program as the student's concentration requires approval of the Committee on Academic Standing. To enter a minor, a student must have completed at least one course in the discipline and must have earned a cumulative average of at least 72 in all courses counting toward the minor. This average must be maintained if the minor is to be listed along with the concentration on the official transcript. A minor consists of five courses as approved by the department, program, or committee under which the work is undertaken. A student may not count a course as part of both the concentration and the minor. A student may not declare a minor after the add period of the second semester of the senior year.

Senior Program—All students must complete a Senior Program in their concentrations. For additional information, see Academic Programs and Services.

Standards for Written Work—The College requires satisfactory standards of correctness in all written work. Students are encouraged to take writing-intensive courses, which are offered by most departments and programs of the College. Writing-intensive courses include any so designated by the Committee on Academic Policy. The description of each course indicates whether it is writing-intensive. For a list of all such courses, see "Writing Program" under Courses of Instruction.

The Writing Program requires that every student pass at least three writing-intensive courses, each taken in a different semester. At least one of the courses must be taken in the first year. At least one course must be outside the student's area of concentration. Writing-intensive courses in Mathematics or courses in which assignments are written in a language other than English may total no more than one of the three required courses. This requirement should be completed by the end of the junior year.

Any member of the Faculty may inform the Director of the Reading and Writing Center that a student has not met the required standards in the written work of a course, even if the student receives a passing grade in that course. The student must then meet with the Director or his or her designee to determine what remedial work the student should undertake.

Moreover, any member of the Faculty may require that a student receive remedial instruction in writing from the Director of the Reading and Writing Center, or his or her designee, as a condition for completing that instructor's course.

English as a Second Language—Hamilton is in the process of developing a formal program in English as a Second Language for its matriculated students. During the academic year 1993-94, the College will offer a fall semester course in writing for students whose first or native language is not Standard English. Any student seeking further experience and training in the use of Standard English may elect to take the course. Work in the course is graded, and regular academic credit toward graduation is given for it. In addition, the course satisfies the College-wide requirement of one writing-intensive course during the first year. Further, student tutors with training in English as a Second Language will be available to assist students with work in all of their courses, including the regular English as a Second Language course, throughout the academic year. (See also "English as a Second Language" under Courses of Instruction.)

Standards for Oral Work—The College requires minimum standards of effectiveness in all prepared oral presentations. Any member of the Faculty may inform the Associate Dean of Students (Academic) that a student has not met the College's standards for oral presentation in a course, even if the student receives a passing grade in the course. A student who accumulates two or more such warnings must take remedial work in a tutorial program offered by the Department of Rhetoric and Communication or meet the requirement by such other means as the Department may approve. Such a student may not be graduated from the College until the Committee on Academic Standing has determined that the student meets the College's standards for effectiveness in speaking.

Standards for Quantitative Work—All entering students are required to take a diagnostic examination in quantitative skills during Orientation. Advisors will discuss deficiencies with students and recommend ways to improve those skills. Instructors may require a minimum score on the examination as a prerequisite for their courses.

Physical Education Requirement—Every student must participate in the program of instruction offered by the Physical Education Department. Each student is required to pass tests in swimming and physical fitness, and to demonstrate proficiency in three of the following sports or to meet an equivalent standard, subject to departmental approval. Instruction is available in advanced conditioning, aerobics, aquatic instructor certification, badminton, bicycling, golf, jogging, lifeguard training, nautilus, platform tennis, racquetball, skating, squash, tennis, and volleyball. Once students have passed the test or tests for the activity, they are excused from further attendance in that sport. In most instances the requirements are met in the first year; all students must complete the physical education requirement no later than the end of the sophomore year.

Transfer students should register for a physical education course upon matriculation and consult with the departmental Chair about completion of the requirement. Prior instruction may be applicable to Hamilton requirements.

Conferral of Degrees—All qualified students receive the degree of Bachelor of Arts, which is conferred once a year at the graduation ceremony. The degrees are conferred only upon students who have completed all the baccalaureate requirements described above, who have no outstanding bills at the College, and who are present to receive their diplomas (unless they have requested and received authorization from the Committee on Academic Standing for conferral *in absentia).*

Honor Code

Matriculation at Hamilton is contingent upon a student's written acceptance of the Honor Code regulations. The Code covers all coursework and course examinations at Hamilton College during a student's college career. Complaints alleging violations of the Honor Code shall be submitted in writing by instructors or students to the Chair of the Honor Court or to the Associate Dean of Students.

Independent Study

After the first semester of the first year, a student may engage in independent study during the school year in place of a regular course. The student's independent study

proposal must receive the approval of the faculty supervisor, the appropriate departmental Chair, the student's faculty advisor, and the Committee on Academic Standing. Normally, arrangements are completed in the semester preceding that of the independent study; late petitions may be denied. Independent study requires discipline and responsibility, and therefore the Faculty takes into account the maturity of the student and the level of his or her knowledge and academic background when it considers proposals for independent study. A student normally will not engage in more than one independent study in any one semester, and cannot engage in more than two independent studies in any one semester.

Independent study may take many forms, but normally it consists of the study of material unavailable in the formal College curriculum, of laboratory or field research, or of the creation of some body of work in the creative arts, such as poetry, fiction, musical composition, or visual arts.

In exceptional circumstances an off-campus independent study may require evaluation by the off-campus supervisor rather than by the Hamilton faculty supervisor. In such cases the Committee on Academic Standing expects that the study will be graded on a credit/no credit basis. Hamilton credit for such studies will be awarded only after a Hamilton faculty member has evaluated and approved the completed project.

Internships

The College recognizes that an internship or an apprenticeship experience can be a valuable supplement to a student's academic program. Students beyond the first year (eight courses) who are in good standing are eligible to engage in such internships and apprenticeships. Although academic credit is not awarded for such activities, a student may obtain from the project supervisor a letter of evaluation. The Office of the Dean of Students will place the letter in the student's permanent file. Under the direction of a regular member of the Faculty, and with the approval of the Committee on Academic Standing, students pursuing off-campus internships and apprenticeships approved by the College may at the same time be enrolled for independent study credits according to the general policies that govern independent study at the College.

Independent Coverage of Coursework

Under certain circumstances, a student may cover a course independently and receive credit on the basis of demonstrated proficiency. The course covered in this manner must be one that is normally offered in a regular semester. Such study is ordinarily undertaken during the summer recess and permits the student to move rapidly into advanced courses for which there are prerequisites, or to make up a course failed during a preceding semester.

A student wishing to cover a course independently must obtain the approval of a faculty supervisor, the appropriate departmental Chair, the faculty advisor, and the Committee on Academic Standing. The fee for independent coverage is $500, except when it is undertaken during a semester in which the student is enrolled full-time; in that case, the independent coverage counts as one of the 37 courses available to the student through the payment of regular tuition.

Course Election

Both Hamilton's commitment to excellence and its need to operate within its resources have implications for course enrollment policy. Except for independent studies and courses with limited enrollments, a student shall be free to elect, during the calendar periods for registration, any course for which the prerequisites have been met. However, a senior who desires to elect a 100-level course must first obtain the permission of the Chair of the department that offers the course.

Full-time students normally elect courses equal to four credits during both the fall and spring semesters. During each of these semesters, students may carry no more than five, and no fewer than three, full-credit courses. Any exception must be approved by the Committee on Academic Standing (see also "Overelection Fee" under Tuition and Fees).

Part-time study at Hamilton is available only to special students and to those participating in the Hamilton Horizons Program (see Admission).

Course Changes for Fall and Spring Semesters

A student may change (add or drop) courses during the first four calendar days of the fall and spring semesters after consultation with the advisor. An add/drop form must be completed and returned to the Registrar's Office within the four-day period.

After the first four calendar days of either semester, a student who is taking four or more courses may drop a course *up to one week after mid-term*, provided he or she has the approval of the advisor and of the instructor of the course. The dropped course counts as one of the 37 courses that a student can elect without extra charge (see "Overelection Fee").

After the drop deadline, a student may drop a course without the penalty of failure *only* if approval to do so is granted by the Committee on Academic Standing. Only extraordinary circumstances warrant the Committee's approval of such a request.

Grades

A student's academic performance is graded by the instructor at the close of the semester with one of 14 grades. Each of these grades has a numerical equivalent which is used to determine a student's average and class standing. The lowest passing mark is D – .

The letter grades with their numerical equivalents are shown below:

Excellent	= A + (98)	A (95)	A – (92)
Good	= B + (88)	B (85)	B – (82)
Satisfactory	= C + (78)	C (75)	C – (72)
Poor	= D + (68)	D (65)	D – (62)
Failure	= F (55)		
Serious Failure	= FF (40)		

After the end of the semester, reports of final grades are sent by the Registrar to the student, the advisor, and the parents or guardians of students who are claimed as dependents for income tax purposes. The Registrar cannot send grade reports to anyone else without a written release from the student.

Evaluation of performance in a course is represented by a single grade which combines grades for work in the course and for the final examination in a ratio determined by the instructor. When a student elects to take a course on a credit/no credit basis, standing in the course is represented by the notation of Cr, NC, F, or FF (see "Credit/No Credit Option"). When an independent study or an appropriately designated course is carried for two semesters, the grade reported at the end of the first semester is tentative. The grade assigned by the instructor at the end of the second semester becomes the final mark for both semesters.

Failure in a Course—Students who fail a course may repeat that course; if the failed course is repeated, however, both grades will be included in the cumulative average. A failed course may not be counted toward the course credits required for graduation, but it is counted toward the 37 courses that a student may elect without extra charge.

After the drop period, and following a warning to the student, an instructor may request the Committee on Academic Standing to remove from the course a student who is willfully and consistently neglectful of assigned work or other course obligations. If the Committee concurs, a grade of F will be entered on the student's record.

Grades of Incomplete and Grade Changes—Any grade of incomplete reported by an instructor must first be approved by the Committee on Academic Standing. Such approval is given rarely and only in circumstances beyond a student's control, such as medical or family emergency. Approval permits the student to complete the required work for the course no later than six weeks from the end of the semester for which the grade of incomplete was assigned. If all remaining work is not submitted by the deadline specified when the incomplete is granted, the grade will automatically be changed to F.

An instructor may not change a grade, other than the removal of an incomplete within the deadline, without the approval of the Chair of the Committee on Academic Standing.

Credit/No Credit Option—To encourage greater breadth in course election, the Faculty has adopted a rule that allows a student to elect four courses over the four-year period on a credit/no credit option. No more than one such option may be exercised in any given semester. Graduate and professional schools generally look with disfavor on the use of this option in coursework considered crucial to the graduate field.

The credit/no credit option is subject to the following rules:

1. No first-year student is permitted to use the credit/no credit option in the first semester.
2. Unless the instructor asks, he or she will not be informed which students are taking a course on the credit/no credit option.
3. The student must inform the Registrar of his or her intention to use the credit/no credit option no later than the first four calendar days of the fall and spring semesters.
4. No junior or senior may exercise the credit/no credit option in the department of concentration or minor.
5. To qualify for a credit (Cr), a student must earn a C – or better. The grade will not enter into the computation of the overall average.
6. If a student earns a grade in the D range, then the transcript will show the designation NC. The grade will not enter into the computation of the overall average.
7. If a student earns a failing grade, then the transcript will show an F or FF and the grade will enter into the computation of the overall average.

In certain courses designated by the Faculty, students may be evaluated "satisfactory" or "unsatisfactory." The catalogue description of the course will include the notation "Evaluated Satisfactory/Unsatisfactory," which will apply to all students registered for the course, and the recorded evaluation (S or U) will under no circumstances be convertible to a conventional grade.

Under this option, full-credit courses that are evaluated satisfactory/unsatisfactory may be counted, but may not be required, for the concentration or minor, and they may not be elected by students in their first semester at Hamilton. The combined number of full-credit satisfactory/unsatisfactory and credit/no credit courses that an undergraduate may elect is limited to four.

Academic Average

Based on grades submitted by instructors, a numerical academic average is determined for each student for the semester and cumulatively for all work taken at Hamilton. A student is assigned a specific ranking in the class, which appears on the permanent record. This information is available to the student and to those parties authorized by the student to receive it. Grades in courses accepted for transfer credit are excluded from the student's average.

Grades earned in courses taken by independent coverage are included in the cumulative average. Grades for the Hamilton Junior Year in France Program, the Academic Year in Spain Program, and the Hamilton Term in Washington are included in the cumulative average.

Class Attendance

Every student is expected to attend class regularly. A student who must be absent because of medical or family emergency should notify the Office of the Dean of Students and, when possible, his or her instructors. Absence for any reason does not remove the student's responsibility for learning the material covered during the absence, for turning in assignments, for obtaining materials distributed in class, and for knowledge of the next assignment. Instructors may drop students from a limited-enrollment course if they are absent from the first class meeting.

When an instructor believes that lack of attendance is proving injurious to a student's academic performance, the instructor may warn the student or ask the Committee on Academic Standing to do so. The Committee may drop from the course a student who fails to heed such a notice. If the Committee drops the student from the course, a grade of F will be recorded.

Excuse of Illness—The College's policy is to grant such excuses only for the period of time that the student is confined to bed upon the order of a College physician or nurse. Should a faculty member require official confirmation of such illness, the Office of the Dean of Students will provide it after consultation with the Health Center.

Papers and Examinations—Hour examinations normally shall not be given during the last two weeks of the semester. In-class final examinations shall not be given before the beginning of the final examination period; out-of-class final examinations shall not be due prior to the beginning of the final examination period. All papers, including term papers, shall be due no later than the last scheduled day of classes.

The final examination period consists of six days, with two scheduled examination sessions per day. If a student is scheduled to take more than one examination in a single session, the student should ask an instructor to reschedule his or her final examination. If the rescheduling presents a problem for the student or the instructor, the student should consult with the Office of the Dean of Students. Other reasons for rescheduling will be evaluated by the instructor, who must approve the time change.

Academic Standing

The Faculty assumes that every student admitted to Hamilton will be able to qualify for graduation. However, the opportunity to continue at Hamilton is a privilege that a student must earn by academic achievement. A student separated from the College for academic deficiency (see below) is not in good academic standing. A student on academic probation (see below) is not in good academic standing but remains eligible for financial aid.

Hamilton College reserves the right, at any time, to suspend for any period or to separate from the College any student whose academic performance or personal conduct on or off the College campus is, in the sole judgment of the College, unsatisfactory or detrimental to the best interests of the College. Neither the College, nor any of its trustees, officers, faculty, or administrative staff shall be subject to any liability whatsoever on account of such suspension or separation. A student who is separated or suspended from the College, or who withdraws, is required to leave campus within 48 hours, unless permission to remain longer is granted by the Dean of Students.

Mid-Term Warnings—At mid-term in the fall and the spring, instructors normally submit written reports for all students whose standing in a course is unsatisfactory (borderline or failing). Students and their advisors receive copies of these mid-term warnings. A student who receives two or more such warnings in the same semester must consult with the Associate Dean of Students (Academic).

Class Status—The Registrar's Office determines class status by the number of courses a student has completed satisfactorily.

Academic Probation—The Committee on Academic Standing will place on academic probation for the succeeding semester of attendance a student whose substandard achievement is reflected in the semester's final grade in any of the following ways:

1) failure in a full-credit course in each of two consecutive semesters;
2) failure to earn grades of C – or higher in courses totaling at least two units;
3) failure to maintain a cumulative average of 72 or higher in those grades earned since accumulating 16 credits (including AP, transfer, and HEOP credits);
4) failure in any course by a student on probation.

A student who is on academic probation is ineligible for study abroad. The Committee on Academic Standing may also prevent or limit participation by students on academic probation in prize competitions, intercollegiate athletics, and other extracurricular activities, including the holding of offices in chartered undergraduate organizations.

If a senior's academic record during the final semester at Hamilton would have resulted in probation, the senior's degree may be withheld upon the recommendation of the Committee on Academic Standing.

Suspension from the College for Academic Deficiency—The Committee on Academic Standing will normally suspend from the College for a period of one year a student who has:

1) failed two or more full-credit courses during a semester; or
2) accumulated failures in a total of five courses; or
3) incurred a third academic probation.

A student suspended for academic deficiency will be notified in writing of the Committee's decision, the reasons for the suspension, the length of the suspension, and the conditions under which he or she will be considered by the Committee for readmission to the College.

A student readmitted from a suspension for academic deficiency will be placed on academic probation for the semester immediately following readmission.

Expulsion from the College for Academic Deficiency—The Committee on Academic Standing will normally expel from the College:

1) any student who is readmitted from an academic suspension and whose record subsequent to readmission makes him or her subject to probation or to another suspension;
2) a senior who has failed to maintain a cumulative average of 72 in all courses taken at Hamilton as part of the concentration.

Expulsion is permanent dismissal from the College. A student who is expelled may not be readmitted and will have no further opportunity to qualify for a degree from Hamilton College.

Permanent Record—A student who is suspended or expelled from the College as a consequence of an action taken by the Committee on Academic Standing (academic failure), the Judicial Board (social infractions), or the Honor Court (academic fraud) will have recorded on his or her permanent transcript a note explaining the reason or reasons for the suspension or expulsion as follows: "separated from the College on (date) _____ for the reason of _____."

Transfer of Credit to Hamilton for Study Away

With faculty approval, qualified students may spend one to three semesters of study in an approved program overseas or at another American institution, or may receive credit for part-time study while on personal leave or during summers. The College tries to be responsive to the needs of students seeking diverse educational settings or courses not offered at Hamilton. At the same time, transfer credit can have a significant effect on the meaning and value of the Hamilton degree and thus must represent work that meets Hamilton's standards. *The College considers the opportunity to earn transfer credit a privilege, rather than a right, and evaluates carefully the merits of all transfer credit petitions.*

Every student intending to study away from Hamilton should prepare in advance by taking the appropriate foundation courses. Consultation with the appropriate departmental Chairs and the Associate Dean of Students early in the sophomore year is strongly advised.

The conditions for transfer credit are as follows:

1. Students planning study away from Hamilton must register their intentions with the Dean's Office by March 1 for the following fall semester or by November 1

for the spring semester. They should complete the transfer credit petition and receive the approval of their advisor and the appropriate departmental Chairs well before they leave campus. Students who change their programs after leaving campus may seek approval of substitute courses upon their return, but should discuss substitutions in their programs with a dean by mail or telephone.

2. Courses must be taken at an accredited institution and must be considered by Hamilton to be in the liberal arts. Students are encouraged to study at four-year institutions; upperclass students will normally receive transfer credit only from such institutions.
3. Each course must be approved by the Chair of the Hamilton department or program that would offer the course at the College. To obtain approval, students must provide a copy of the catalogue description of each course. If a course is not clearly within the purview of a Hamilton department or program, the Committee on Academic Standing will determine its acceptability. The appropriate Chair should indicate if a course will apply toward a student's concentration or minor.
4. Grades must be the equivalent of C or higher.
5. Students who carry out independent studies as part of an off-campus program must submit a separate form indicating that a Hamilton faculty member has evaluated and approved the completed project.
6. Transfer credits may account for no more than one-half of the total graduation credits. *No more than two course credits will be granted for study during a summer.*
7. Seniors must take their final semester at Hamilton College. Matriculated students may spend no more than three semesters studying away from Hamilton.
8. The Committee on Academic Standing grants final approval of all transfer credit petitions. Any requests for exceptions to the above conditions must be submitted to the Committee.

Transfer credit, including summer school and advanced placement credit, is counted toward the courses required for a degree. Such credit is entered on the transcript with the grade assigned by the awarding institution; the grade, however, is not included in the student's average and, therefore, does not effect class rank, which is determined solely on the basis of grades awarded for courses taken in Hamilton programs.

Foreign students who enter Hamilton as first-year students and desire transfer credit for work done at a foreign college or university should consult with the Associate Dean of Students (Academic) during their first year.

Study in a Foreign Country

1. Students planning to study in a foreign country must follow and complete the procedures specified above for off-campus study and transfer credit. (These provisions do not apply to the Hamilton programs in France, Spain, or Washington, DC. See the appropriate departments for the relevant information.)
2. All students planning to study away must discuss their plans with the Associate Dean of Students in charge of off-campus study well before February 25, for the fall semester, or October 29, for the spring semester. Only students in good academic and good social standing at the College may receive an approved leave of absence for foreign study.
3. As in the case of other off-campus programs, final approval of foreign study programs and transfer of foreign study credit is granted by the Committee on Academic Standing.

Upon returning to Hamilton, the student must have an official transcript sent to the Office of the Registrar documenting completion of the approved program. No credit will be approved for courses taken credit/no credit. Students must receive letter grades or equivalents from off-campus programs.

Evaluation of Credit for Transfer Students

Transcripts of college work to date will be reviewed by the Registrar, in consultation with the Committee on Academic Standing, to determine the courses that will be accepted for transfer. (See the preceding section for the criteria used.) Transfer students

must complete at least half of their undergraduate program at Hamilton to receive a Hamilton College degree.

When the transcript has been evaluated, the Registrar will send the transfer student a statement of accepted courses and an estimate of the Hamilton credit equivalency, and upon matriculation will enter the courses and grades on the student's Hamilton record. The Registrar will assign a class year based on the number of credits accepted for transfer. A transfer student is governed by the academic regulations that pertain to the class in which he or she has been placed.

All transfer students must take the quantitative skills proficiency examination. They must consult with the Physical Education Department regarding completion of the physical education requirement. If awarded junior standing, a transfer student must declare a concentration upon matriculation. Courses taken elsewhere may be counted toward the concentration if approved by the appropriate department.

Acceleration

Acceleration permits students to graduate one full year ahead of the normal date of graduation. Students wishing to accelerate must apply to the Committee on Academic Standing for permission to do so no later than the end of the first semester of the sophomore year. The Committee will consider both the advisability of acceleration and the means of achieving it. Approval will be granted only to those students whose academic ability and personal maturity are judged adequate.

Leaves of Absence

A student may request an academic or personal leave of absence from the Associate Dean of Students (Academic). A student may request a medical or psychological leave from the Dean of Students. Students should consult with their academic advisor and the appropriate Dean prior to requesting leave. Leaves of absence may be granted for a specified period of time, normally one or two semesters. Students on leave are expected to return to Hamilton at the conclusion of the approved leave.

While on leave, students will be informed of preregistration at the appropriate time in the semester preceding their return, and are responsible for meeting the same deadlines as currently enrolled students. Arrangements for housing must be completed before students leave campus. In order to do this, students must complete a proxy form and register it with the Office of Residential Life. Students who fail to preregister, or who leave Hamilton without formally being granted a leave of absence, will be withdrawn and must reapply to the Dean of Students. A request for a change in a student's leave, or cancellation, must be made to the appropriate Dean. Should the Dean approve the request to cancel a leave, the student must pay the continuation fee and then may exercise his or her own on-campus options, to the extent that the College schedule allows.

All requests for a leave of absence must be received by March 1 for the following fall semester, or by November 1 for the following spring semester. Students with an approved leave do not pay the continuation fee, preregister, or participate in the housing or meal plan lotteries. The continuation fee is refundable until May 1; after that date it is forfeited.

Students may occasionally have to arrange a leave of absence after the spring or fall deadlines for reasons beyond their control. These students should apply to the Dean of Students, who may allow financial and other regulations to be waived. When a leave is granted, the Dean of Students may also specify special conditions for the student's readmission to Hamilton.

Academic Leave of Absence—Students intending to pursue an academic program at another institution, either at an American college or in a foreign study program, must request an academic leave from the Associate Dean of Students (Academic). Requests must be made in writing.

Personal Leave of Absence—Students may request a leave for personal or financial reasons from the Associate Dean of Students (Academic). Requests must be made in writing.

Medical or Psychological Leave of Absence—Students who have a professionally diagnosed medical or psychological condition that interferes with their academic or social life at Hamilton may request a medical or psychological leave of absence from the Dean of Students. For such a leave to be considered, the student must authorize the Director of Student Health Services and/or the Director of Counseling and Psychological Services, as appropriate, to provide confirmation of the presence and severity of the condition to the Dean of Students.

Students whose behavior is either disruptive or presents a danger to themselves or to others may be referred to the Health Center or to the Counseling Center for evaluation and diagnosis if the Dean of Students suspects that a medical or psychological condition may underlie the behavior. If the consultation confirms the presence of such a condition, then the Dean of Students may decide to place such students on involuntary medical or psychological leave of absence. Students who refuse to cooperate with such evaluation procedures will be subject to involuntary leave until such evaluations are completed. Students who face involuntary leave have the right to request a member of the Faculty or administration to act as an advisor or advocate.

Students who have been on medical or psychological leave of absence must apply to the Dean of Students to return. Normally this request should be made 30 days in advance of the proposed date of return. Requests will be granted only after the Director of Student Health Services and/or the Director of Counseling and Psychological Services informs the Dean of Students that he or she is satisfied that the student is ready to return; this will normally require the student to supply documentation from appropriate professionals confirming that the condition leading to the leave has been resolved.

Suspension, Withdrawal, and Readmission

Academic Suspension—A student suspended for academic deficiency will be notified in writing of the decision of the Committee on Academic Standing, the reasons for suspension, the length of the suspension and the conditions under which he or she will be considered by the Committee for readmission to the College.

A student readmitted from a suspension for academic deficiency will be placed on academic probation for the semester immediately following readmission.

Disciplinary Suspension—Students may be suspended from the College for disciplinary reasons. Readmission to the College after the semester of suspension is not automatic, but requires application to the Dean of Students. A student readmitted from suspension for disciplinary reasons will normally be placed on disciplinary probation for the semester immediately following readmission. Readmission will normally be denied if the conditions specified at the time of suspension have not been met. Hamilton reserves the right to defer readmission if space is not available.

Withdrawal—Students who leave Hamilton while a semester is in progress or at the end of the semester, and who do not wish to return at a future date, are required to withdraw formally from the College. A student who wishes to withdraw from the College must meet with the Associate Dean of Students (Academic) and follow the proper exit procedures.

Readmission—Former students, or students who have completed withdrawal procedures, may apply for readmission to the College at the Office of the Dean of Students. Applications for readmission are to be submitted at least one month prior to the beginning of the semester in which the student wishes to return.

Continuation at Hamilton

Continuation Fee—A continuation fee of $400, deductible from the fall tuition bill, is required of all students who intend to continue at Hamilton. This fee is due by March 1 of each year. It may be refunded up to May 1; after that date it is forfeited.

Preregistration—Preregistration is held in November for the following spring semester and in April for the following fall semester. In order to preregister for the fall

semester, students must have paid the continuation fee. Students who have not preregistered may be withdrawn from the College.

Housing and Meal Plan Lotteries—The housing lottery is held in April. In order to participate in the lottery, students must have paid the continuation fee and must have preregistered. Students who wish to live off campus must participate in the off-campus lottery. Permission to move off campus is granted on a yearly basis. Students who do not participate in the housing lottery may be required to live on campus and will be accommodated during the summer as space is available.

Students who have permission to live off campus may be exempted from the college meal plan if they wish. Rising seniors who wish to be released from the meal plan or to have less than a full contract must participate in the meal plan lottery. The meal plan lottery takes place the week after the housing lottery. Those rising seniors who either do not participate or are unsuccessful in the meal plan lottery, as well as all rising juniors and sophomores, will be expected to carry a full meal contract.

Student Records

College regulations defining access to student records under the provisions of the Family Educational Rights and Privacy Act ("Buckley Law") are described in the Appendix.

Honors

The College recognizes academic achievement with a variety of honors. Specific awards, fellowships, scholarships, and prizes are described in the Appendix of the Catalogue. A list of those awards presented in 1992-93, along with their recipients, follows the descriptions.

Commencement Honors

Those students who complete the entire college course with a standing in the first five percent of the graduating class will earn general honors and receive the baccalaureate degree *summa cum laude*; those in the next ten percent, *magna cum laude*; and those in the next ten percent, *cum laude.*

The two students who attain the first and second highest standings for the college course shall be given, respectively, valedictory and salutatory honors. To be eligible for valedictory or salutatory honor, a student must have studied at Hamilton College for at least three years.

Departmental Honors

Honors in the concentration are awarded by vote of the Faculty in the area of concentration to those seniors who have completed courses that satisfy the concentration with an average of not less than 88 and who have also met with distinction the additional criteria established for honors in the concentration. These criteria are listed in the departmental entries which appear in the section on Courses of Instruction.

Dean's List

The College also recognizes academic achievement at the conclusion of each semester. At those times, the Dean of the Faculty makes public the names of those students who have carried throughout the semester a course load of four or more graded credits and who have completed that course load with an average of 90 or above. (A special criterion for the Dean's List applies to the Term in Washington Program; see Academic Programs and Services.)

Phi Beta Kappa

The Hamilton College chapter of Phi Beta Kappa, known as the Epsilon Chapter of New York, was established in 1870. Students are elected to membership primarily for academic distinction in the liberal arts and sciences. In the fall, the chapter may choose not more than ten seniors having especially distinguished records during their first three years. Other seniors are elected in the spring and at Commencement time. Transfer students may be elected on the basis of two years' grades in Hamilton courses. However, no more than one-eighth of the graduating class shall be elected altogether. In examining the academic records of candidates for election, the chapter takes into consideration their fulfillment of the academic purposes and goals of the College.

Sigma Xi

The Hamilton College chapter of Sigma Xi, the national honor society for scientists, was installed in 1965. The goals of Sigma Xi are to advance scientific research, to encourage companionship and cooperation among scientists in all disciplines, and to assist the wider understanding of science. Students who show marked aptitude for research and who are continuing in research at the graduate level are elected to associate membership. Students not continuing on to graduate school are awarded certificates of recognition. Nominations are based on the student's performance in an independent study or a senior research project.

Omicron Delta Epsilon

The Hamilton College chapter of Omicron Delta Epsilon, the international honor society in economics, was established in 1990. The society recognizes scholastic attainment in economics, encourages the establishment of closer ties between students and faculty in economics, and emphasizes the professional aspects of economics as a career in the academic world, business, government, and international organizations.

Phi Sigma Iota

Iota Nu, the Hamilton College chapter of Phi Sigma Iota, was installed in 1977. This national honor society encourages scholarship and recognizes achievement in foreign and classical languages and literatures.

Pi Sigma Alpha

Known as Tau Kappa, the Hamilton College chapter of Pi Sigma Alpha was established in 1993. This national political science honor society recognizes academic achievement in various fields of political science and encourages intellectual discourse on public affairs and international relations among students and faculty.

Psi Chi

The Hamilton College chapter of Psi Chi, the national honor society in psychology, was established in 1977. The purpose of the society is to advance the science of psychology and to encourage, stimulate, and maintain members' scholarship in all fields, particularly psychology.

Fellowships, Prizes, and Prize Scholarships

In addition to the honors listed in this section, the College awards fellowships, prizes, and prize scholarships in recognition of academic and other kinds of achievement.

Fellowships are awarded to graduating seniors to permit them to continue their education.

Most prizes are given for academic achievement in a particular discipline, either in general coursework, or in an essay or other exercise. A few prizes recognize personal character or service to the College community.

Prize scholarships are competitive and are awarded to students in recognition of outstanding achievement. A number of endowed scholarship funds, established by alumni and friends of the College, support them.

Postgraduate Planning

Just as Hamilton provides academic advisors to its students during their undergraduate years, so it endeavors to assist them in their plans for postgraduate study and employment. The staff of the Career Center regularly advises students on postgraduate planning. Many individual faculty members are available for consultation concerning study or careers in their particular fields of interest.

In recent years, approximately 20% of those graduating have entered graduate or professional schools directly after college. An additional 30% enter graduate programs within five years after receiving their college degrees. Since many Hamilton students undertake postgraduate study, proper education for such work is an important aim of the curriculum. About 75% of recent seniors elected to take jobs immediately after graduation. As they begin to plan for their postgraduate years, all undergraduates are encouraged to use the resources and counsel available at Hamilton.

Career Center

The Career Center offers a number of workshops, individual appointments, and other services to assist students in exploring career options, preparing for job searches, and planning for graduate and professional schools. Students are strongly urged to visit the Center in their first or second year at Hamilton. The office maintains an extensive library of reference books concerning graduate study in the United States and abroad as well as information on internships, volunteer programs, and summer employment. Also, the Center acts as a clearinghouse for students who wish to establish a permanent file of credentials.

In addition to arranging career seminars and campus visits by employers and representatives of graduate and professional schools, the Career Center coordinates a program of assistance, with the participation of alumni, who are an integral part of the career advising process at Hamilton. Each year a number of alumni return to campus to discuss career options with students in a variety of formal and informal settings, and students often visit alumni at their places of employment during school vacations.

Graduate Study in Arts and Sciences

Students contemplating graduate study should consult as early as possible with the Chair of the department in which they plan to concentrate. Knowledge of requirements for the primary field of interest and of appropriate related courses is essential to planning a solid program. For example, students considering a career in chemistry need to know the courses that will enable them to qualify for a certificate issued by the American Chemical Society as well as the courses most helpful toward graduate work in chemistry. A student considering geology as a concentration should be aware that the other natural sciences are useful both to the potential concentrator and to the future geologist. A solid grounding in mathematics, including analytical geometry and elementary calculus, is particularly important to the scientist, the economist, and very frequently to the social scientist.

Any student planning on graduate work should be aware that many programs require a reading knowledge of at least one foreign language for the master's degree and often two for the doctorate. A student should consider whether French, German, Greek, Latin, Russian, Spanish, or a non-Western language will be helpful.

A student contemplating graduate work should consult the catalogues of major universities for the requirements. (A wide selection may be found on microfiche at the Burke Library.) The knowledge so gained will permit useful planning in consultation with the appropriate departmental Chair.

Health Professions

Virtually all accredited medical and dental schools require one year of English, one year of biology, two years of chemistry, and one year of physics. Additional recommendations and requirements are extremely varied. Those for schools of veterinary medicine are generally more rigid, while those for nursing and the allied health professions are often more flexible. Students interested in any of these careers are urged to consult with the Health Professions Advisory Committee as they plan a course of study to meet requirements for admission to the schools of their choice. (See also "Early Assurance Program in Medicine" under Academic Programs and Services.)

Law

Many Hamilton students enter law school immediately upon graduation or within a few years thereafter. While law schools do not prescribe any particular courses or program of study as part of a formal pre-law curriculum, they seek graduates who demonstrate analytical reasoning powers, skill in oral and written forms of expression, and the ability to comprehend and organize large amounts of factual data. Students interested in entering law school are advised and assisted by the Pre-Law Committee composed of faculty members and the Director of the Career Center.

Teaching

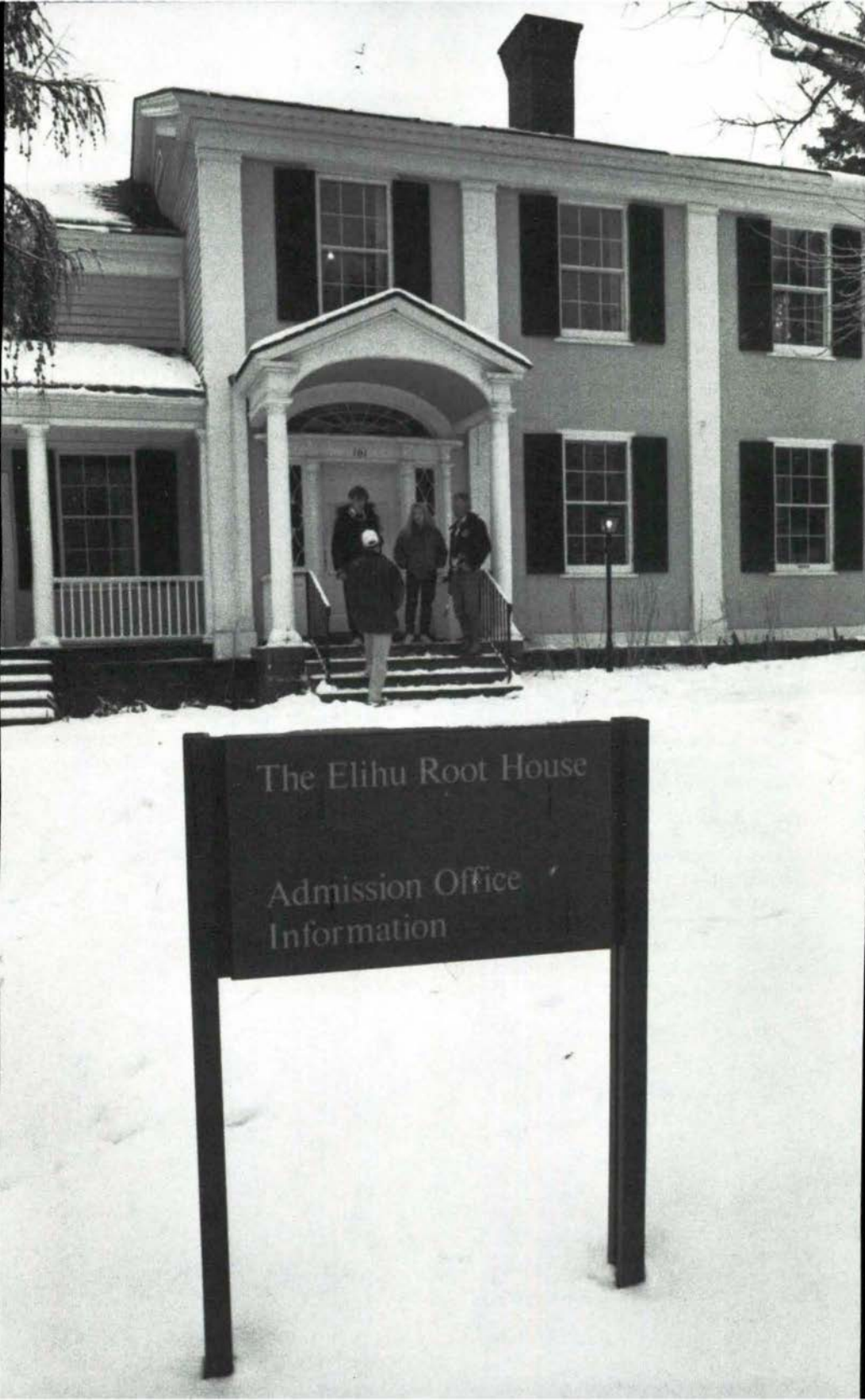
Hamilton is proud of the number and quality of its graduates who are school administrators and teachers. Students interested in a career in primary and secondary school teaching should consult with the staff of the Career Center, the Office of the Dean of Students, or their advisor.

Business and Government Service

For many careers and professions, no prescribed program is necessary. The best preparation for business or government service is probably well-developed skills in reading, speaking, and writing; a wide choice of courses, including economics and/or mathematics; and concentration in the area which the student finds most interesting. Students who intend to enter a graduate school of management or business administration are strongly advised to take mathematics at least through calculus.

Engineering

Students interested in engineering as a career may pursue this interest at Hamilton in a number of ways. Among others, the cooperative program (see "Cooperative Engineering Programs" under Academic Programs and Services) leads to the B.S. or M.S. degree in engineering in either a 3-2 or 4-2 plan. Other arrangements may also be made. In order to keep this career option open, it is necessary to take courses in physics, mathematics, and chemistry. The usual pattern is at least one course in science and one in mathematics for each of the first five or six semesters.


The Elihu Root House
Admission Office
Information

Admission

As a liberal arts institution, Hamilton encourages applications from young men and women of diverse talents and intellectual promise. Prospective students are selected not only on the basis of their performance in high school and their ability to profit from Hamilton's various programs, but also on the basis of their capacity to enrich college life in some fashion—be it scholastic or extracurricular.

The Board of Admission reviews each application individually and reaches a decision by consensus. Since the number of qualified candidates far exceeds the number of openings available each year, admission to Hamilton is highly competitive. In choosing between clearly qualified candidates, the Board will give some preference to sons and daughters of alumni as well as to applicants from geographic regions not already well represented in the College. The Board also seeks to identify talented students from multicultural groups or from backgrounds unfavorable to the development of academic potential.

Requirements for Admission

Because Hamilton's academic program is rigorous, applicants for admission must demonstrate highly developed learning skills. The candidate should, therefore, complete a formal secondary school program of at least 16 units, including such preparatory subjects as English, mathematics, foreign language (ancient or modern), science, and social studies. Although the distribution of these subjects may vary, a minimum of four years of English, three years of mathematics, two years of science, and three years of *one* foreign language is desirable. Nonetheless, since the prime criterion for admission remains the candidate's ability and desire to perform at intellectually demanding levels, Hamilton will consider applications from highly recommended individuals whose preparation does not conform to these guidelines.

Some courses of study at the college level may require a student to have placed special emphasis on certain subjects while in secondary school. For example, candidates who intend to pursue a foreign language at Hamilton are urged to study it during their senior year of secondary school. Similarly, prospective students planning to enter the Cooperative Engineering Program are advised to concentrate on mathematics and the physical sciences during high school. In all instances, applicants are expected to design a challenging academic program for their senior year, during which time they should enroll in at least four college preparatory courses.

The deadline for submitting applications is January 15. An application consists of the following pieces of information: the application form itself, a secondary school report, a mid-year school report, a teacher reference form, and a special talent form (optional). In addition, applicants must write an essay and submit a graded sample of expository prose written for an English or history course. Candidates must also submit results from either the Scholastic Aptitude Test (SAT) of the College Entrance Examination Board or the ACT Assessment of the American College Testing Program. Applicants are encouraged (but not required) to take the Achievement Tests of the College Entrance Examination Board and to submit the results of any three of these tests. All testing must be completed by February 1 of the calendar year in which the applicant wishes to enroll.

Because the Board of Admission wants to know as much as possible about each applicant, a personal interview on campus is strongly recommended. Interviews may be scheduled between May 1 of the junior year and February 15 of the senior year. The candidate should write or telephone the Admission Office (800-843-2655) to request a specific date for an appointment. Because interview slots are limited and are often booked months in advance, students are urged to arrange an appointment well ahead of their intended visit. The Admission Office schedules interviews Monday through Friday from 9:00 a.m. to 4:00 p.m. The office is also open on most Saturdays from 9:00 to 11:30 a.m. from September through February 15, but candidates are

encouraged to visit the campus on a weekday if possible. For those unable to visit the College or schedule an interview during their visit, an off-campus interview with an alumna or alumnus of the College may be arranged. An off-campus interview should be requested in writing as early as possible during the senior year. Alumni interviews cannot be scheduled after January 15.

A campus visit should involve more than just an interview. Applicants are also encouraged to take a tour of the campus, visit classes, talk with faculty members and students, and eat in one of the dining halls. Overnight accommodations are available with student hosts or in the Bristol Campus Center. In either case, the Admission Office recommends that students make reservations ahead of time and will be glad to assist them with any arrangements.

Hamilton is a member of the National Association of College Admission Counselors and adheres to its Statement of Principles of Good Practice in the admission process. Applicants are expected to be aware of their rights and responsibilities as delineated in the Statement of Students' Rights and Responsibilities as promulgated by NACAC. Copies of either or both of those statements may be obtained by writing or calling the Admission Office.

Early Decision

The Early Decision program is designed for students who have investigated their college options thoroughly and have decided that Hamilton is their "first choice." Hamilton College values the commitment and enthusiasm demonstrated by students who choose this program. In recent years our statistics show that Early Decision candidates have received a slight advantage in the admission process. The program enables students to clearly indicate that Hamilton is their first choice, and Plan I allows admitted students to conclude their college search early in the senior year.

A student may apply for Early Decision under the following plans:

Plan I: November 15—Deadline for application
December 15—Notification of decision

Plan II: January 15—Deadline for application
February 15—Notification of decision

Students applying to the College under either Early Decision plan will be required to sign a statement that they will withdraw all other college applications and will file no additional applications if they are accepted by Hamilton. A guidance counselor must also acknowledge the commitment by signing this statement.

Applicants who are not admitted under this program are ordinarily deferred. Their applications will be reconsidered during the regular admission process. Notification of a final decision will be mailed to deferred candidates in early April.

If financial assistance is sought, Plan I applicants should submit both Form 6 of the Application for Admission and the Early Version of the Financial Aid Form of the College Scholarship Service directly to the Financial Aid Office by December 1. Plan II applicants must submit Form 6 and a photocopy of the Financial Aid Form to the Financial Aid Office by February 1. If these materials are received in a timely manner, tentative financial awards will be mailed to admitted students shortly after they are notified of their acceptance to the College.

Early and Deferred Admission

Candidates able to satisfy high school graduation requirements by the end of their junior year and who wish to matriculate at Hamilton the following fall will receive the same consideration as any other applicant. Excellent students who have exhausted their high school course offerings before the senior year but who will not satisfy graduation requirements may also be considered for early admission.

Candidates who have been accepted for admission and are fully committed to Hamilton, yet who prefer to postpone entrance for one year, may request deferred admission. A place will be reserved for them upon receipt of the required registration deposit of $200. Candidates requesting deferred admission should understand that they are expected to attend Hamilton and may not apply to other colleges during their year off.

Admission with Advanced Placement

Entering freshmen who score satisfactorily on the Advanced Placement tests given by the College Entrance Examination Board may be awarded, with the approval of the appropriate department and the Committee on Academic Standing, advanced placement and/or credit. Information on these tests can be obtained from the College Entrance Examination Board. In addition, entering students previously enrolled in early admission, enrichment, or similar college-level programs offered by two- or four-year colleges may, with the approval of the appropriate department and the Committee on Academic Standing, be granted advanced placement, course credit, or both. *Such credit, however, will not normally be granted for college-level courses taken in the student's high school, even if offered by a university "approved" instructor or visiting professor.* Advanced placement and/or credit may also be given to students who have completed either the International Baccalaureate Program, the British "A" Levels, the French Baccalaureate, or certain other foreign credentials.

Common Application

Hamilton, together with many other colleges, accepts the Common Application Form available in many secondary schools. Students who submit the Common Application are at no disadvantage in the selection process. Like all other applicants, they are also asked to supply a sample of their expository writing and are strongly encouraged to visit the campus for a personal interview.

Higher Education Opportunity Program

Hamilton participates in the New York State-sponsored Higher Education Opportunity Program (HEOP), designed to provide a wide range of services to qualified applicants who, because of educational and economic circumstances, would otherwise be unable to attend college. These services include a summer session in preparation for matriculation at the College, counseling, and tutoring. A general college studies course is offered to HEOP students each summer. Designed to introduce students to the liberal arts, the course covers such fields as English, Speech, Psychology, Philosophy, Science, Mathematics, and Anthropology, and provides students with the expertise to develop a program of study, in consultation with an advisor, which will meet their perceived educational needs.

Hamilton College financial aid funds are available to students admitted under HEOP. For further information, applicants should contact the Director, Higher Education Opportunity Program, Hamilton College.

Transfer from Other Colleges

The College is interested in any well-qualified, highly motivated student who wishes to transfer to Hamilton from another institution. Because of the College's graduation and residency requirements, no student can transfer more than two years' work from another institution. (See also "Evaluation of Credit for Transfer Students" under Academic Regulations.)

Transfer candidates must submit official records of all college work accompanied by two letters of recommendation, one of which must be from the dean of students at the institution most recently attended. The deadline for fall transfer applications is March 15; admission decisions are mailed by mid-May. The deadline for spring transfer applications is December 1; admission decisions are mailed by January 1. Special consideration is given to graduates of junior or community colleges. Financial aid is available to accepted transfer students who demonstrate need.

Foreign Students

Applications from superior students from other countries are encouraged. Normally, foreign students are asked to complete a preliminary application to establish that they are qualified for admission. Foreign students should submit the results of the Test of English as a Foreign Language (TOEFL) in addition to the materials mentioned above

if their language of instruction has not been English. A limited amount of financial aid is available to foreign students demonstrating need.

Hamilton Horizons Program

Convinced that education is a continuing process, Hamilton invites qualified men and women who have been away from formal collegiate education for two years or more to return via the Hamilton Horizons Program. Interested candidates are asked to meet with the director of the program at the Admission Office.

The Hamilton Horizons Program provides older students with the same educational opportunities offered regular undergraduates. The program offers no distinct courses for adults, no evening or weekend courses, and no adjunct faculty. Instead, students in this program are incorporated into the mainstream of the College's academic life.

Applicants are initially accepted as either full- or part-time students in the program, which of itself offers no degree. Each student has the option of applying to the College as a candidate for the baccalaureate degree. Hamilton Horizons students may take courses for credit or audit them without formal matriculation.

Tuition and Fees

A college education of the kind offered by Hamilton is necessarily expensive—so expensive that tuition represents little more than half the actual cost of a student's education. For the remainder, the College relies upon its endowment and the various gifts and grants made by alumni, friends, and foundations. Even though the individual expense is thus substantially reduced, nearly 65% of all students at Hamilton still need some form of financial aid. If deemed eligible, they can benefit from scholarship funds, employment opportunities, and loans established to defray further the high cost of education. For detailed information, refer to the Financial Aid section of this Catalogue.

Charges for a year at Hamilton, including tuition and fees, room, and board, total $23,500. Beyond this, a student will need an additional $400 to cover the cost of books and supplies, plus approximately $600 for personal expenses. The actual amount required will depend in part upon the distance between home and the College.

College Fees

Application Fee—A non-refundable fee of $50 must accompany each application for admission.

Registration Deposit—A non-refundable deposit of $200 is required from each candidate offered admission. This sum, due by May 1, will be applied toward the first bill of the academic year.

Guarantee Deposit—An initial guarantee deposit of $100 is required from each regularly enrolled student upon entering the College. This deposit will be held to ensure final payment of minor bills. Any balance will be returned after the student leaves the College.

Tuition and Other Charges for 1993-94

Tuition and Fees	per year	$18,650
Room (in College residence halls)	per year	2,450
Board (in College dining halls)	per year	2,400

The charge for tuition and fees listed above does not apply to the occasional special student permitted by the Faculty to carry fewer than the three courses required for a full-time program. Partial tuition for such students is determined solely by course load, at a rate of $2,100 per course.

Overelection Fee—Four years' tuition entitles the student to 37 courses—several more than are required for graduation—taken at any time during the undergraduate program. Students who enroll in more than the allotted 37 courses (exclusive of Music 121-122, 131-132, 141-142, 221-222, 231-232, 271, 331-332, and 431-432) pay an overelection fee of $2,100 per additional course.

Room and Board—The charges listed above apply only to those students who live in College residence halls and eat their meals in College dining halls.

The College asks that all unmarried students not residing at home live in a College residence hall; exceptions to this policy may be granted by the Office of the Dean of Students. College rooms are furnished with a bed and mattress, desk, chair, and dresser for each occupant. Any student who is allowed to move from his or her residence hall to off-campus housing before the second week in the semester has ended will receive a rebate. Because of residence hall financing commitments, however, students who move after that time will not be so entitled.

A limited number of students are permitted each year to choose an alternative meal plan (i.e., a plan offering fewer than 19 meals per week) or to provide their own board. Those permitted an alternative meal plan will receive a partial rebate on their board bill.

Those permitted to provide their own board will be assessed a service charge of $300 per year for this privilege to cover the College's cost of maintaining cooking facilities in the residence halls.

Continuation Fee—A continuation fee of $400, deductible from the fall tuition bill, is required of all students who intend to return to Hamilton for the coming academic year. This fee will be billed to the student's account on January 15, to be paid on or before March 1. Students may not preregister or participate in the housing lottery until the fee is paid. It is nonrefundable after May 1.

Medical Service—Professional care and treatments provided by the College Health Center are free. A fee may be incurred for medications and diagnostic tests.

Group Accident Insurance—Accident insurance is extended without separate charge to all regularly enrolled students. However, this is excess insurance over any other collectible insurance covering the student as a dependent. This includes, but is not limited to, Blue Cross-Blue Shield or the parents' group insurance program.

Coverage under both the basic and the major medical plans is available for losses caused by accident only, both on and off campus, but the accident must occur during the academic year. There is no coverage during the summer break. Treatment must commence within 180 days of the accident, and all bills for charges accumulated during a given treatment must be presented within two years of the incident.

Health Insurance—The College also offers a limited benefits health insurance plan for students. The cost of this plan is billed annually. An outline of coverage under this plan is available from the Director, Administrative Services.

Coverage under this plan is mandatory unless a completed waiver form, including proof of other comparable health insurance coverage, is returned by the specified deadline.

Other than the provisions of the Medical Service and Group Accident and Health Insurance programs described above, the College assumes no responsibility for medical or health services to its students.

Independent Coverage Fee—A fee of $500 is charged for an approved independent coverage of a course. (See "Independent Coverage of Course Work" under Academic Regulations.)

Music Fees—Private vocal and instrumental instruction is available during the fall and spring semesters. The student may choose between two alternatives: 11 weekly half-hour lessons for $181.50, or 11 weekly hour lessons for $363. A student receiving a college scholarship as part of his or her financial aid package is eligible for assistance in meeting the cost of private music instruction. Generally one-half the cost will be covered by an increase in the scholarship, with the remainder covered either by the student and his or her family or through a supplemental loan. Eligible students must contact the Office of Financial Aid.

Charges for Damage—The College attempts to minimize property damage by prorating among the student body the cost of any such damage for which the responsible party cannot be identified. The cost of individual residence hall damage for which no responsible party can be found is prorated among the residents of each building. A bill for this prorated charge is sent to each student at the end of each semester.

Payment of Bills—One-half the annual charges is billed in July and the other half in December. Both are mailed to the student's home address for payment in August and January, respectively. If payment is not received by the due date, a late payment fee of $100 is assessed. An additional late fee of $200 will be assessed if the amount due for the semester is not paid by October 1 for the fall semester and March 1 for the spring semester. During the academic year, all other bills are also mailed to the student's home address and are due by the last day of the month.

Numerous lending organizations and banks offer plans for financing tuition and fees. Such plans allow for payment periods of up to 72 months. The Office of Financial Aid has a list of such organizations.

Any student whose bill is not paid as provided herein may be prevented from registering or preregistering and excluded from classes. No student whose college bills are unpaid may receive a degree or honorable dismissal, have grades recorded, or obtain a transcript.

All refunds to a student withdrawing from the College are based on the date on which the student, parent, or guardian notified the Dean of Students of withdrawal. The College policy on the refund of payments to students who withdraw voluntarily, or due to illness, or who are dismissed during any semester, is stated below. No other refunds are possible.

Tuition and fees are refunded as follows:

1. Withdrawal or dismissal during the first two weeks of the semester: 80%.
2. Withdrawal or dismissal during the first four weeks of the semester: 40%.
3. Withdrawal or dismissal during the first six weeks of the semester: 20%.
4. After six weeks: no refund.

Room charges will not be refunded if a student withdraws after the start of classes. Board charges will be refunded on a *pro rata* basis.

Students who think that any fee or refund has been incorrectly computed may appeal to the College Controller.

Financial Aid

For students unable to finance their education at Hamilton independently, the College furnishes grants, part-time employment, and long-term loans. Through such financial assistance, it adds breadth to the student body and attracts individuals of diverse interests and backgrounds. Although any candidate for admission is eligible to apply for financial aid, awards are made solely on the basis of need.

Hamilton is a member of the College Scholarship Service of the College Entrance Examination Board. To assist the College in determining an applicant's need for financial aid, CSS uses the Financial Aid Form (FAF). In addition, the Service processes the Free Application for Federal Student Aid (FAFSA). Candidates for financial aid need to file both the FAF and FAFSA, as well as Part 6 of the College's Application for Admission, in order to receive full consideration for aid. If additional forms are required, applicants will be so notified.

The FAF/FAFSA should be filed with the College Scholarship Service by February 1 of the senior year. If it is filed after that date, a photocopy should be sent directly to Hamilton's Director of Financial Aid at the time of filing. An FAF/FAFSA filed in a timely manner will ensure the candidate consideration for any Hamilton scholarship or federal award administered by the College to which the student may be entitled. Because its own funds are limited, the College cannot guarantee that institutional grants will be available for students who file application materials after February 1, although assistance from federal and state sources may still be available.

The FAF/FAFSA may be obtained from a secondary school or from the College Scholarship Service, Princeton, NJ 08541. For further information, candidates should write to the Director of Financial Aid, Hamilton College, Clinton, NY 13323.

An application for financial aid cannot be considered until the candidate has also applied for admission to the College. The decision to admit an applicant is normally made without regard to the need for financial aid. Consequently, admission in no way guarantees the granting of such aid. Aid normally is awarded for an academic year and credited to College bills, but it may be adjusted at any time if circumstances warrant. Awards are reevaluated each year; therefore, in the spring of each year, students who wish to be considered for the renewal of an award must file an application with the Director of Financial Aid.

The amount of financial aid for which a candidate is eligible is established through consideration of income, assets, family size, the number of family members in college, medical expenses, and other circumstances that may affect a family's ability to contribute toward education costs.

Types of Aid

A Hamilton student with financial need may benefit from one or several types of assistance: Hamilton scholarships, loans, or jobs; New York State and federal scholarships, grants, and loans; and various non-college awards made directly to the individual by private organizations.

Over the years, the College has developed a strong and far-reaching program of scholarship aid. Hamilton scholarships are supported by endowed funds established through the generosity of alumni and friends, by annual grants, and by the College's operating budget.

General Scholarships—Any Hamilton undergraduate is eligible to apply for a general scholarship. These scholarships are awarded on the basis of academic and personal promise as well as on the degree of financial need.

Grants of this sort are supported by the income from more than 100 endowed scholarship funds, from annual grants, and by the general funds of the College. Stipends range in amount from $100 to total expenses and are awarded on the basis of need. (See the Appendix for a partial list of General Scholarships.)

Special Scholarships—To be eligible for these scholarships, a student must have already demonstrated financial need and must meet certain requirements or restrictions set by the donor or the College. For example, Hamilton maintains scholarships for residents of certain geographic areas, for foreign students, and for students with special talents in various fields.

Many scholarships are available to matriculating students; others are restricted on the basis of a student's class year. (For details, see Appendix.)

Prize Scholarships—Prize scholarships are awarded to students who have completed at least one year at Hamilton and demonstrated some achievement while enrolled at the College (e.g., excellence in coursework or campus citizenship).

Because the recipients of prize scholarships must usually be eligible for financial aid, most prize scholars will already be recipients of undesignated scholarships from the College. In bestowing a prize scholarship, Hamilton seeks to honor the recipient by substituting a named or designated scholarship for an undesignated scholarship.

College Loans—*The Barrett-Schweitzer Loan Fund* was established in 1992 in honor of Edwin B. Barrett, Professor Emeritus of English and Drama, and Albert Schweitzer, the eminent humanitarian. It provides loans not exceeding $2,000 at interest rates of 4% per annum to students who have demonstrated academic excellence and are in need of additional financial support.

The Frank Burgess Memorial Fund was established in 1969 under the will of Frank Burgess. Income from the fund is loaned to deserving students in need of financial assistance. According to the terms of the will, before loans are granted, students must agree to begin repayment within two years after graduation or on entering their "life work," and to complete repayment within five years after graduation or on entering their "life work," with interest at 5% per annum to begin at graduation or on entering their "life work."

The Joseph Drown Loan Fund was established in 1983 in memory of Joseph Drown, a friend of the College. Loans are available to deserving students at an interest rate 2% below the federal Stafford Loan Program rate. No interest is incurred during in-school periods and repayment does not begin until after graduation. Candidates from the western part of the United States receive priority consideration.

The Marshall L. Marquardt Loan Fund was established in 1980 under the will of Mary Sloane Marquardt in memory of her husband, Class of 1933. Loans are available to deserving senior-year students, and are repayable at an interest rate of 3% within three years after graduation. The interest accrues from the time the student leaves the College.

The Theodore M. Pomeroy Loan Fund was established in 1916 to assist worthy students. Loans granted to seniors are repayable within three years of graduation (interest at 3% computed from the time the student leaves college), and by other students before returning to college the following fall with interest at 3% charged from the time the loan is made.

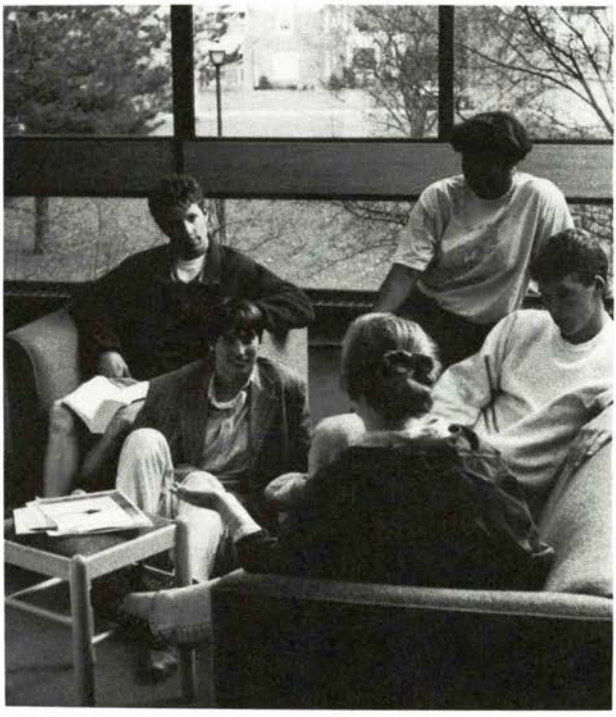
The Gregory H. Rosenblum Loan Fund was established in 1989 by Miriam Friedman, daughter of Mr. Rosenblum, Class of 1892, and her family in appreciation for the financial aid he received at the College. Students who demonstrate need in emergency situations may borrow up to $250 in interest-free, short-term loans in any one academic year, with repayment to be made within one year of the date that the loan is secured.

The Henry B. Sanson Loan Fund was established in 1978 by Mr. Sanson, Class of 1940. Loans are available to students who demonstrate need. Preference is given to students from Connecticut, or those from other New England states if none from Connecticut qualify. Interest at 5% is charged on the loans, which are repayable within ten years of graduation.

The Elmer C. Sherman Loan Fund was established under the will of Ida M. Sherman in memory of her husband, Class of 1882. Loans are available to juniors and seniors who demonstrate need and have maintained high scholastic rank during their previous years at Hamilton. No interest is charged, and the entire loan must be repaid within three years after graduation.

Student Employment—The Federal College Work-Study Program and Hamilton's Work-Scholarship Program provide student employment as part of the financial aid package. Other employment possibilities, chiefly odd jobs, exist on campus and in the local community.

Federal and State Scholarships and Grants—A detailed listing of the federal and state financial aid programs available to Hamilton students can be found in the Appendix.



co-founder of Bristol-Myers Co., a member of the Class of 1882. Facilities include the WHCL studios, student publications offices, the College Store, a laundromat, lounges, meeting rooms, offices for student organizations, and 12 recently renovated guest rooms.

Buttrick Hall

Originally built in 1812 as the student dining hall, Buttrick Hall is as old as the College itself. In 1834 it became the home of Horatio Buttrick, then Superintendent of Buildings and Grounds as well as Registrar. Through Oren Root's marriage to a daughter of Horatio Buttrick, the building became the birthplace of Elihu Root, U.S. Secretary of State and recipient of the Nobel Peace Prize. It has served as Hamilton's administrative headquarters for 65 years.

The Career Center

Located in a former private residence that was specifically redesigned and renovated for its new purpose in 1986, the Maurice Horowitch Career Center has two recruiting rooms and three reading rooms containing reference materials. It also comprises offices for three professional staff members who provide assistance to students in developing their post-graduate plans.

The Chapel

Designed by architect Philip Hooker and completed in 1827, the Chapel is thought to be the only remaining example of an early three-story church in America. Restored in 1949 as a World War II memorial, it is the most notable landmark on the Hill and the center of the religious life of the College. It is frequently used for public lectures, concerts, and college assemblies as well.

Couper Hall

Constructed in 1889 and rededicated in 1992 in honor and memory of Edgar W. Couper, Class of 1920 and former Chancellor of the University of the State of New York, Couper Hall was originally the College YMCA building. It currently contains classrooms and offices of the Classics Department as well as the Women's Studies program.

Dining Halls

Hamilton has three dining halls: Soper Commons, the gift of Alexander Soper, Class of 1867, and his brothers Arthur and James; McEwen Dining Hall; and the Bundy Dining Hall in the Bundy residence quadrangle, named for Harlow E. Bundy, Class of 1877. Students may eat at any of the three.

The Health Center

The Thomas Brown Rudd Health Center, named for the College's 13th President, was completed in 1959, and an addition was constructed in 1972. The building houses Student Health Services and contains fully equipped examination and treatment rooms. The Center is staffed by nurse practitioners and a registered nurse. For health problems that require additional resources, referral to local physicians and consultants is employed.

The Health Center also houses the College's Counseling and Psychological Services, staffed by two counseling psychologists and a counselor. Upon request, referrals can be made to mental health specialists away from campus.

Christian A. Johnson Hall

The former College library (1914-1972) was renovated and rededicated as Christian A. Johnson Hall in 1982. It houses the Emerson Gallery (comprising formal art exhibition and workshop areas), the language and speech laboratory, and the College's media library. It also contains classrooms and faculty offices for the Critical Languages and the East Asian Languages programs as well as the Departments of German and Russian Languages, Mathematics and Computer Science, and Romance Languages.

Kirkland Cottage

The oldest building on campus, Kirkland Cottage was first constructed in 1792 as the home of Samuel Kirkland, the founder of Hamilton College. In 1925 it was moved from the foot of College Hill to its present site and later restored. The cottage is used by the senior honorary society, Pentagon, for its meetings, and for the matriculation of the freshman class.

Kirner-Johnson Buildings

These connecting buildings are used extensively for academic, administrative, and extracurricular purposes. The Kirner Building, named in honor of Juvanta H. and Walter R. Kirner, houses the offices of the Dean of the Faculty, the Dean of Students, the Higher Education Opportunity Program (HEOP), the Registrar, the Departments of Anthropology, History and Sociology, and the programs in Africana Studies and Linguistics. In addition to several classrooms, it also contains two auditoriums. Within the adjacent Johnson Building, named for Virgil E. Johnson, are the Nesbitt-Johnston Reading and Writing Center, and the Departments of Economics and Government.

The Library

Construction of the Daniel Burke Library was completed in 1972. Named for a member of the Class of 1893 who was for many years Chairman of the Board of Trustees, this modern facility provides Hamilton with one of the finest small college libraries in the nation (see Academic Programs and Services).

List Art Center

The Vera G. and Albert A. List Art Center, a multipurpose building for the visual and performing arts, has studios and workshops for ceramics, graphics, sculpture, metals, painting, and photography; a rehearsal hall, teaching studios, an electronic studio and practice rooms for music; a dance studio; exhibition areas; projection and recording facilities; classrooms; and offices for the Departments of Art and Theatre and Dance.

McEwen Hall

Named after Robert Ward McEwen, 14th President of Hamilton College, McEwen Hall houses dining facilities, the Coffeehouse, a cinema lab, classrooms, music practice rooms, and offices for faculty members in Art.

Minor Theater

Originally Hamilton's first library (1872-1914), and later the College infirmary, it was converted to a theater in 1962 through the generosity of Clark H. Minor, Class of 1902 and a former Chairman of the Board of Trustees. It is now used for student productions and College-sponsored work in drama.

The Observatory

Made possible through a gift from Elihu Root III, the Observatory houses an 11¼″ Maksutov telescope. Several smaller telescopes are also in use. In 1977, a building was constructed next to the observatory to provide work space and shelter for students enrolled in astronomy courses. This structure is heated by solar energy and is designed to permit experiments in this field. The observatory is off College Hill Road, on Peters Lane, a quarter-mile from the campus.

Residence Halls

Hamilton believes the opportunities for educational and personal growth are best served when all students are in residence together. Toward that end, most students live in the 15 residence halls on campus, and first-year students are housed in clusters in one-half of those halls. Resident Advisors live in each hall, with an average ratio of one Resident Advisor for every 30 students. Working closely with resident students

and the Office of Residential Life, Resident Advisors are responsible for advising students in their areas, developing educational and social programs, and handling administrative responsibilities within their buildings.

The College tries to provide its students with as many different housing options as possible. For example, even though all residence halls are coeducational, some floors are single-sex while others are coed. Dunham, Kirkland, and North contain rooms ranging from singles to quads, and Carnegie and South, renovated in 1993, contain doubles, triples, and quads. All offer lounges, recreation areas, and kitchenettes. Babbitt and Milbank residence halls comprise six-person suites with kitchens and lounges. Keehn, Major, McIntosh, Minor, and Root contain singles and doubles, kitchenettes, and large lounges. Keehn offers a cooperative living arrangement and Root is designated as the "quiet hall," where students regulate their own quiet hours. In addition, Major is designated as the "substance free" hall. The Bundy residence quadrangle, built in 1972, has its own dining facility and consists of large singles and doubles.

Some rooms are designed for wheelchair access and provisions are made for the physically disadvantaged.

Root Hall

Given in 1897 by Elihu Root, Class of 1864, in memory of his father, Oren, Professor of Mathematics, the building was originally the Hall of Science. It now houses classrooms and faculty offices for the Departments of Comparative Literature, English, and Rhetoric and Communication.

The Elihu Root House

Constructed in 1817 for Theodore Strong, Hamilton's first Professor of Mathematics, the structure has served as the home of presidents as well as faculty members of the College. The house was extensively remodeled after it was purchased by Elihu Root as a summer home in 1893, and was occupied after 1937 by his daughter, Edith Root Grant, and her husband, Ulysses S. Grant III, grandson of the President. A National Historic Landmark, it was acquired by the College in 1979 and now contains the Admission and Financial Aid Offices.

Saunders Hall of Chemistry

Rebuilt and enlarged in 1930, the Hall of Chemistry was again renovated in 1978 and renamed in honor of Arthur Percy Saunders, longtime Professor of Chemistry and former Dean of the College. It houses an auditorium, classrooms, offices, and several laboratories, including the Bristol-Myers Laboratory.

The Schambach Center

Completed in 1988, the Hans H. Schambach Center for Music and the Performing Arts houses the Music Department, its classrooms, studios, practice rooms, and library. The Center also contains the splendidly appointed 700-seat Carol Woodhouse Wellin Performance Hall, an appropriate setting for the talents of student artists as well as internationally recognized artists in music and dance who regularly visit Hamilton.

The Science Building

The Science Building, built in 1925, expanded in 1965 with the addition of the Dana Wing, and frequently renovated in recent years, contains the offices and laboratories of the Biology, Geology, Physics, and Psychology Departments, as well as two auditoriums. It also houses the Oren Root Mineralogy Collection, originally assembled *circa* 1850 by Mr. Root and now consisting of many specimens of fossils, rocks, and minerals.

Student Life

The Division of Student Life is primarily concerned with the quality of learning for students outside of the formal classroom setting. The services within the division support and augment the educational purposes and goals outlined in the College Catalogue. Hamilton recognizes that students develop intellectually and socially while participating as active members of a residential community. The College therefore has a responsibility to integrate the goals of a liberal arts education into its residential programs. Students are challenged to understand values and life-styles different from their own, to relate meaningfully with one another, to develop the capacity to appreciate cultural and aesthetic differences, and to accept responsibility for the consequences of their actions.

Student Services

The Division of Student Life is concerned with the total development of the student. Emphasis within the various student services is placed on both challenging and supporting students' growth and development as they strive to achieve their potential. The following service areas are included within the division.

Academic Support—The academic program is central to the mission of the College. The academic progress of students toward meeting degree requirements is monitored by a faculty member serving a three-year term as Associate Dean of Students for Academic Affairs. The associate dean, who assists and supports academic advising, academic progress, and the Honor Court, as well as related faculty committees, is available to consult with students, faculty members, or parents who need assistance or support with matters pertaining to the academic progress of students. A second Associate Dean of Students is responsible for supporting foreign study and advising students as they make preparations for study away from Hamilton.

Career Center—Career decision-making represents one of the most important developmental tasks for most students at Hamilton. The decision to begin graduate or professional study or to enter the work world involves a complex challenge to the student's intellectual, emotional, and social growth. Career Center programming and services are designed to assist students in identifying their own achievements, values, skills, and interests; to help them to understand and appreciate the diversity of the world of work; to aid in acquiring the skills necessary to enter that work world; and to manage their careers over their entire life spans.

Chaplaincy—The mission of the chaplaincy focuses on helping students in their search for values and beliefs that provide a meaningful basis for life decisions. It accomplishes this by providing weekly worship opportunities on campus, offering counseling services, coordinating lectures to address ethical issues, advocating outreach opportunities, supporting individuals in an environment of conflicting values, and developing interfaith relationships. A variety of student-run religious groups exist on campus: Christian Fellowship, Hillel (for Jewish students), Newman Club (for Catholic students), Islamic Cultural Association, and a meditation group.

Counseling and Psychological Services—Counseling and Psychological Services provides support and assistance to students who are experiencing psychological and emotional problems or who just want to "talk out" some personal matters. The counselors are all professionally trained and qualified, and the services are offered under strict rules of confidentiality.

The college years are typically filled with extraordinary growth based on experiences that occur both in and out of the classroom. While some students may come to Counseling and Psychological Services with serious psychological concerns, the over-

whelming majority of students wish to discuss matters that are appropriate to the developmental concerns raised by personal and intellectual growth. Approximately one out of every three students at Hamilton seeks individual counseling at some time during his or her academic career.

Health Services—The personnel and programs of the Thomas Brown Rudd Health Center are dedicated to encouraging and maintaining the well-being and safety of students. The delivery of direct patient care values respect for the individual. Assessment and treatment of illness, consultation, referral, and emergency care are provided. Healthy choices and behaviors are promoted through education on issues and life-styles specific to the college-age population.

The clinic is open weekdays 8:30 to 4:30 p.m. when College is in session. After-hours emergency care is provided through contacts with local Urgent Care and Emergency Departments. We are fortunate to have a trained student Emergency Medical Team on call to respond to accidents, acute on-site illnesses, and injuries.

The service is free. Charges may be incurred for laboratory tests, x-rays, and medications.

Multicultural Affairs—The Office of Multicultural Affairs is responsible for assisting multicultural students as they strive to achieve their educational goals. It is also responsible for the promotion and enhancement of the campus community's understanding and appreciation of their cultures and heritages. During the year, it sponsors programs that open the community to the diversity of cultures present at the College. The Director of Multicultural Affairs also serves as an advisor to the various multicultural student organizations that play an active role on campus.

Residential Life—The staff of the Residential Life Office strives to promote and maintain a residence hall community conducive to intellectual and personal growth, where students can sleep and study, and share ideas with peers whose culture, life-style, and opinions may be very different from their own. The staff of the Residential Life Office includes the Director of Residential Life and two professional live-in Area Coordinators who are responsible for overall supervision and development of residence hall facilities and programs. Resident Advisors, who are upperclass students trained as counselors, limit-setters, program developers, and resource persons, live on each residence hall floor and provide valuable leadership within the residential community.

Student Activities

There are numerous opportunities for student development, involvement, and leadership in co-curricular activities at Hamilton College. Altogether, there are over 80 clubs and organizations, and students can choose to become involved in community service, cultural, musical, athletic, social, recreational, or religious activities, or co-curricular activities related to an academic interest. A Student Activities Fair is held each fall to introduce students to the variety of options available to them.

The Director of Student Activities advises student organizations, including private societies, and supervises the Beinecke Student Activities Village and the newly renovated Bristol Campus Center. Facilities in Bristol Campus Center include the College Store, radio station, laundromat, multipurpose lounge, student organization offices, and a 12-room guest facility. The Beinecke Village includes the Diner, the Events Barn, the Mail Center, an information desk, an automatic teller machine (ATM), and a variety of lounges.

Publications Board—Consisting of students, faculty members, and administrators, but always having a student majority and Chair, the Publications Board oversees all Hamilton student publications. It approves the budget for each publication, elects editors, and reviews and adjudicates editorial problems and disputes. The newspaper, yearbook, literary magazine, several smaller publications, and the radio station are all operated and managed wholly by students.

The Student Assembly—The functions of student government at Hamilton are vested in the Student Assembly. The Student Assembly is composed of five branches: the coordinating branch (Central Council); the judicial branch (Honor Court and Judicial Board); the lobbying branch (Community Council and Academic Chamber); the programming branch (Program Board); and the housing branch (Residence Hall Council and Inter-Society Council). The Assembly's funding committee makes allocations to over 30 student organizations.

Student Clubs and Organizations—Descriptions of a sampling of student organizations follow:

The Black and Latin Student Union was founded by students in 1968 to broaden the awareness and appreciation of Black and Latin cultures. Its goals are to help preserve the cultural identities of Black and Latin students at Hamilton. La Vanguardia was established in 1984 to complement the growing diversity within the Latino community. The Asian Cultural Society was established in 1987 to promote Asian culture, further enriching the multicultural life of the community.

Departmental clubs provide common ground for students interested in a particular field of study. The clubs sponsor discussions, lectures, presentations of papers, and similar events. Such groups are sponsored by the Geology, German and Russian Languages, Philosophy, and Romance Languages Departments.

The International Student Association is composed of international and U.S. students and regularly sponsors cultural programs and social events.

The Outing Club organizes and conducts hiking and camping trips, winter mountaineering, rock climbing, and Nordic skiing. It also sponsors lectures and films on these subjects. Club membership allows individuals to borrow outdoor equipment including tents, sleeping bags, backpacks, stoves, cookware, canoes, and cross-country skis.

The Root-Jessup Public Affairs Council is an undergraduate organization with student officers and a faculty advisor, whose purpose is to stimulate student discussion of current national and international issues. The group sponsors discussions and lectures series whose participants have included William F. Buckley, Jr., Jesse Jackson, George McGovern, Arthur Schlesinger, Jr., Phyllis Schlafly, and Ralph Nader. The Council is named for the distinguished diplomats Elihu Root, Class of 1864, and Philip C. Jessup, Class of 1918.

The Womyn's Center was founded in order to provide a focus for the concerns of women at Hamilton. As such, it operates a resource center and sponsors a number of films, workshops, and lectures open to all members of the College community.

There are seven social fraternities and three sororities affiliated with Hamilton. They are private, off-campus organizations that do not receive support from the College. They are Alpha Delta Phi, Chi Psi, Delta Kappa Epsilon, Delta Phi, Delta Upsilon, Gamma Xi, Kappa Delta Omega, Phi Beta Chi, Psi Upsilon, and Sigma Phi. In addition, the Emerson Literary Society is open to undergraduate women and men.

Service Organizations—Hamilton students have many opportunities to participate in community service organizations. The Hamilton Action Volunteers Outreach Coalition (HAVOC) is a student-run organization providing community service for Oneida County since 1988. Several hundred students volunteer in weekly projects associated with Habitat for Humanity, tutoring in local and inner-city schools, soup kitchens, homes for run-aways and abused women, rape crisis and AIDS hotlines, Big Brothers/Big Sisters, nursing homes, and a school for the deaf. Additionally, HAVOC sponsors an annual Crop Walk, Ox-Fam fast, community service weekend, alternate break trips, and more. Community service provides experiential learning opportunities outside the classroom where students are exposed to values and life-styles different from their own.

The ABC House, located on campus, offers talented high school students from disadvantaged backgrounds a chance to increase their educational opportunities. Students from Hamilton serve both as resident and as non-resident tutors.

Campus Cultural Life

Art

The Fred L. Emerson Gallery in Christian A. Johnson Hall offers Hamilton students a lively and diverse program of exhibitions. Every year the Gallery features the best in contemporary art as well as exhibitions drawn from many cultures and historical periods. The 1993-94 schedule includes prints by Robert Rauschenberg, material from the Abbey of St. Gall in Switzerland, sculptures and installations by Joe Lewis, and glass by Josh Simpson.

The Gallery also houses and exhibits works from the Hamilton College collection, accumulated over nearly two centuries: early nineteenth-century portraits of College notables, Greek vases and Roman glass, an important group of Native American objects, an extensive collection of Currier and Ives prints, and, more recently, the Walter Beinecke, Jr. collection of prints, drawings, and paintings related to the history of the Lesser Antilles.

The permanent collection has grown dramatically since the establishment of the Emerson Gallery. Thanks largely to alumni gifts, Hamilton now has significant holdings in American and British paintings and works on paper, and a growing collection of contemporary art. Use of the collections is facilitated by a study gallery set aside for student use. Work-study and volunteer positions at the Gallery provide valuable experience for students interested in careers in museum work and arts management.

Dance

Hamilton's dance program offers interested students a variety of opportunities. Student dancers take part in two major departmental productions each year. The fall dance concert is choreographed by faculty members, while students showcase their own choreography in the spring production. Once each year, guest artists are brought in to create an original piece performed by students. Many other department-sponsored events occur throughout the year as well, from choreographers' showcases to senior project performances.

Each year the Student Dance Alliance sponsors a variety of workshops open to all members of the college community regardless of skill level. In addition, the Hamilton Performing Arts series brings prestigious dancers and troupes to the stage of Wellin Hall in collaboration with the Department of Music.

Film

Two student-run film societies provide film entertainment on campus nearly every weekend that the College is in session. The Foreign and Fine Film Society brings foreign, classic, and fine films to campus. The Samuel Kirkland Film Society offers current and recent releases.

Among the selection of films shown on campus recently were *The Bodyguard, Black Girl, The Field, The Godfather, Koyaanisqatsi, Madame Bovary, Malcolm X, Mediterraneo,* and *The Seven Samurai.*

Music

The musical life of the College is lively and varied. The annual Music at Hamilton Artist Series of five concerts offers performances by such visiting artists as cellist Yo-Yo Ma, pianist Mitsuko Uchida, violinist Elmar Oliveira, clarinetist Richard Stoltzman, singers Maureen Forrester and Elly Ameling, the King's Singers, the Empire Brass Quintet, pianist Malcolm Bilson, Dizzy Gillespie, P.D.Q. Bach, and the Rochester Philharmonic. In addition, there are performances by faculty members and student ensembles, and numerous student recitals.

The Hamilton Performing Arts Series, presented in collaboration with the Department of Theatre and Dance, includes performances of progressive jazz, music from

non-Western traditions, and folk music, as well as performances by dance companies. The past season included DanceBrazil, the bluegrass musician Alison Krauss with Union Station, the Chilean folk group Inti-Illimani, the Martha Graham Ensemble, and the Women of the Calabash. Other recent concerts have been presented by the Kronos Quartet, Max Roach, Pauline Oliveros, Philip Glass, Sun Ra and his Arkestra, and others. The Department of Music also sponsors master classes by visiting artists and lectures on musical subjects by prominent scholars.

Other concerts on campus are offered by the Student Assembly Program Board. The Office of Multicultural Affairs also sponsors concerts from time to time.

The College Choir, founded in 1867, carries forward a long tradition of choral excellence. In addition to several concerts on campus and in neighboring communities, the Choir undertakes an annual concert tour during the spring recess. These tours have ranged as far as Chicago to the west, Boston to the east, Montreal to the north, and Savannah to the south. In addition, the Choir has toured Europe seven times, most recently Italy in spring 1993. Auditions are held during student orientation in the fall.

The College Orchestra was founded in 1970. In recent years it has performed symphonies by Beethoven, Mozart, and Schubert, as well as works by Brahms, Schumann, Vivaldi, Telemann, Rossini, Vaughan Williams, Wagner, Copland, and Ives. Student soloists, chosen by annual competition, also regularly perform concertos or arias with the Orchestra. In recent years the Orchestra has undertaken two tours, one in this country, the other in Europe. Auditions are held during student orientation each fall.

The College Hill Singers provides an opportunity for talented singers to participate in a variety of solo vocal ensembles. Repertoire is drawn from all periods of music history. Membership is limited to members of the College Choir.

The College and Community Oratorio Society, founded in 1975, performs major works with orchestra each semester. The Society is open to any member of the community, without audition. Interested singers may join by attending the first rehearsal of the term.

The College Hill Camerata, founded in 1983, is a chamber vocal ensemble with members drawn from the Oratorio Society and the College Choir.

The Brass Choir, founded in 1959, performs numerous times during the year, providing music for various College functions as well as giving concerts off campus, on its own, or in conjunction with the College Choir. Its repertory ranges from Josquin and Gabrieli to Hindemith and Dahl. Auditions are held during student orientation each fall.

The Woodwind Ensembles, founded in 1961, afford an opportunity for the study and performance of music for various combinations of wind instruments. They have performed works by Ibert, Mozart, Fine, and Richard Strauss. Auditions are held during student orientation each fall.

The Jazz Ensemble was founded in 1981 for the study and performance of a variety of jazz styles. It provides opportunities for students to study improvisation within a large ensemble context. The Ensemble performs several concerts on campus each year, and recently presented concerts throughout New England. Auditions are held during student orientation each fall.

The Buffers, a male octet, combines traditional barbershop quartet music with new, innovative lyrics. The group frequently sings at social events at Hamilton, in exchange concerts with other colleges, and at other off-campus events. Auditions are held in the spring for the following year.

The Hamiltones, a coeducational a cappella group founded in 1987, mixes musical skill with humor and performs at various campus events.

Special K is an eight-voice women's close-harmony group with a varied repertoire, including classical barbershop and contemporary material. It performs both on and off campus at various social events, as well as in exchange concerts with other colleges.

Vocal and instrumental instruction is available for those wishing to study music in the classic tradition. Most instruction on orchestral instruments is offered by members of the Syracuse Symphony or the Catskill Symphony. A fee is charged for such instruction, but students receiving financial aid may obtain assistance in meeting the cost. Inquiries should be addressed to the Music Department.

Instruments of various sorts are available for student use. The Music Department also maintains a well-equipped studio for electronic music that surpasses such facilities in many larger colleges and universities.

Theatre

Theatre program productions are always open to the entire student body. Normally the department produces two to three productions a year, in November and April, and October or February. Recent major faculty-directed productions have included Shakespeare's *Love's Labor's Lost*, Goldoni's *Il Campiello*, Chekhov's *The Seagull*, Beckett's *Waiting for Godot*, Miller's *The Crucible*, and Durang's *The Marriage of Bette and Boo*. In addition to these, the theatre program regularly produces student-directed one-acts, usually as part of the directing workshop or as senior projects. This past year theatre majors presented six one-acts as part of their senior projects involving over 100 other students.

Auditions for theatre program productions are open to all students and are held early each semester. Technical and managerial positions are also available.

The Alexander Hamilton Players was founded in 1972 by a group of students interested in staging the musical *1776*. The players specialize in musical theater and comedy. Each year they produce the best entries in the Wallace Bradley Johnson Playwriting Competition. Membership is open to all who have an interest in singing, stagecraft, acting, or participation in the Players' orchestra.

Lectures and Performances

Numerous lectures and live performances are provided during the year for the Hamilton community from the income of endowments established for those purposes and augmented by general College funds.

The Lee H. Bristol Endowment for the Performing Arts was established in memory of Lee H. Bristol, Jr., Class of 1945, to bring performing artists to the College.

The Richard P. Butrick Lecture Fund was established by the Honorable Richard P. Butrick, a retired diplomat, to support an annual lecture or lectures.

The Continental Group American Economy Lecture Series was established in 1980 by the Continental Can Company to provide lectures dealing with the American economy in conjunction with the Public Policy Program.

The Terry Herrick Memorial Fund for Industrial Relations Study was established in 1981 by alumni and friends in memory of Horace Terhune Herrick, Jr., Class of 1942, to support lectures on subjects relating to labor, management, and productivity.

The Victor S. Johnson Family Lecture Fund was established in 1987 to bring to the campus alumni, public figures, scholars, and others who have distinguished themselves in their respective careers and are recognized leaders in their field, to address a significant aspect of American life and thought.

The Edwin B. Lee Lecture Fund in Asian Studies was established in 1990 by former students and friends of Professor Lee to bring to the College each year a distinguished lecturer in the field of Asian studies.

The Helen B. Longshore Memorial Endowment was established by Helen B. Longshore, a friend of the College, to support the College's music programs and activities.

The James S. Plant Distinguished Scientist Lecture Series was established in 1987 through a bequest of Dr. Plant, Class of 1912 and an eminent child psychiatrist, to bring to the campus outstanding scientists as guest lecturers.

The James T. and Laura C. Rhind Fund was established to bring to the campus fine arts performances or exhibitions with merit, with preference for the field of music.

The John Ripley Myers Lecture Fund was established in 1912 by Mary H. Myers in memory of her son, John Ripley Myers, Class of 1887, to support annual lectures in areas not covered by the curriculum.

The William Roehrick Emerson Gallery Lecture Fund, was established in 1988 in honor of William G. Roehrick, Class of 1934, to support annual lectures by distinguished scholars in the fine arts.

The Root-Jessup Lecture Series, sponsored by the Root-Jessup Public Affairs Council, brings public figures to the campus to speak on issues of current nationwide interest.

The Reverend Alexander Thompson Memorial Lecture Fund was established with a bequest from Luranah H. Thompson in memory of her husband, the Reverend Alexander Thompson, Class of 1906, to support an annual lecture.

The Winton Tolles Lecture Series was established in 1991 by members of the Class of 1951 in memory of Winton Tolles, Class of 1928 and Dean of the College from 1947 to 1972. It brings to the campus distinguished writers in the fields of literature, journalism, and theater to lecture and meet with students.

The Chauncey S. Truax Memorial Fund was established in 1956 by R. Hawley Truax, Class of 1909, in memory of his father, Chauncey S. Truax, Class of 1875, to bring to the College distinguished guest lecturers and visiting scholars in the field of philosophy.

The Arthur Coleman Tuggle Lecture Fund was established by Clyde C. Tuggle, Class of 1984, in memory of his father. Speakers are brought to Hamilton under this program to address current ethical issues.

The Winslow Lecture Fund was established with a bequest from William Copley Winslow, Class of 1862, to support lectures on classical archaeology.

The Frank H. Wood Memorial Lecture Fund was established by alumni and friends in memory of Frank Hoyt Wood, for many years a professor of political science at Hamilton, to support lectures in history, political science, or matters of current general interest.

Athletic Programs and Facilities

Athletic Facilities

The College has greatly expanded and improved its athletic facilities in recent years. The Alumni Gymnasium, containing a basketball court, four squash courts, and a weight room, was renovated in 1978. Also, a spacious lobby was constructed to connect the gymnasium with the Russell Sage Hockey Rink and a new field house, forming an Athletic Center.

The Margaret Bundy Scott Field House, a 55,000-square-foot multipurpose athletic structure, contains three regulation-size basketball courts and can seat 2,000 spectators. It also houses a six-lane, 200-meter urethene running track and indoor courts for tennis, handball, racquetball, squash, and volleyball. The playing surface can accommodate practices for outdoor varsity sports during inclement weather. Connected with the Athletic Center is the William M. Bristol, Jr. Swimming Pool, completed in the fall of 1988. An eight-lane "stretch" pool with a moveable bulkhead permitting division into a diving area and a swimming area, it provides Hamilton with the most modern of aquatic facilities that fully meet intercollegiate standards for competition.

In 1993, the Ade Fitness Center became the most recent addition to the athletic facilities. The state-of-the-art workout room contains a variety of exercise equipment, including stair machines, rowing machines, bicycles, NordicTracks, and Heartline machines. The fitness center provides high-quality exercise facilities to all members of the Hamilton community.

Adjacent to the Athletic Center are playing fields for football and baseball, and 10 all-weather tennis courts. Nearby are a nine-hole golf course covering 65 acres of the campus, two platform tennis courts, and the Whitney T. Ferguson III Intramural Fields. The William D. Love Field, which also comprises the 400-meter Walter H. Pritchard Track, is used throughout the year for a variety of sports, including soccer, lacrosse, and field hockey, as well as track and field.

The College continues to improve the athletics facilities. Work began in the spring of 1993 on the renovation of the Sage Hockey Rink. When work is completed before the beginning of the 1993-94 hockey season, the rink will better accomodate both the athletes and the fans without sacrificing the building's unique character as the oldest college indoor hockey rink in the nation.

Athletic Policy

The primary emphasis of the athletic program at Hamilton College is upon the educational value of athletics rather than upon athletics as a public entertainment or as a source of financial income. The College, through its Physical Education Department, provides a fourfold program in athletics: recreational play, instruction in physical education, intramural competition, and intercollegiate programs. Hamilton thereby continues its long tradition of encouraging not only the acquisition of knowledge but also the enjoyment of physical activity and the attainment of skills that will provide lifelong satisfaction.

Physical Education (See Courses of Instruction.)

Intramural Activities

The Intramural program offers opportunities for participation in a wide variety of sports conducted under the supervision of the Intramural Council and a departmental advisor. The program is especially designed to encourage participation by students who enjoy competition but whose skills or interests are not of intercollegiate calibre. An intramural handbook is published annually and is available to all members of the community.

Intercollegiate Athletics

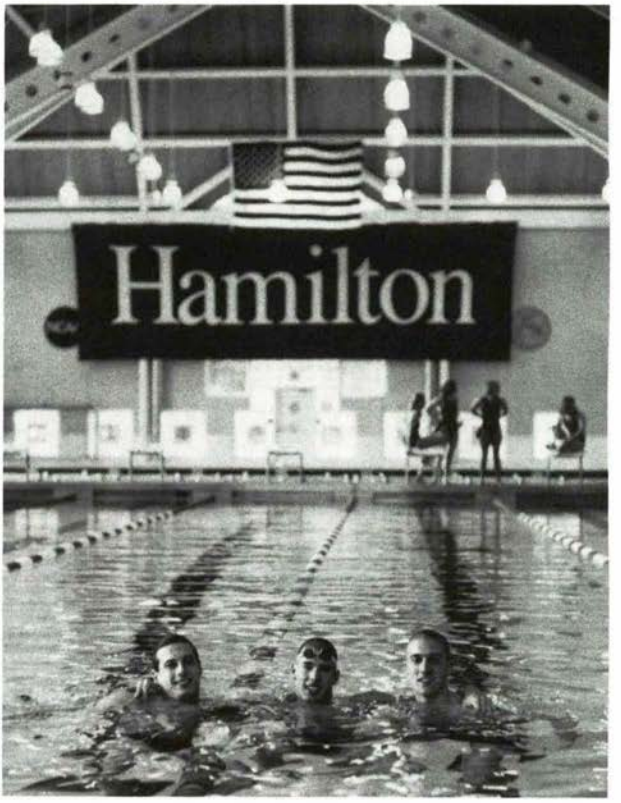
The College is committed to a representative intercollegiate program. It is also committed to seeking fine student-athletes who value and respect the fundamental educational goals of the College.

The College sponsors men's varsity teams in baseball, basketball, cross country, football, golf, hockey, lacrosse, soccer, squash, swimming, tennis, and track (winter/spring); and women's varsity teams in basketball, cross country, field hockey, lacrosse, soccer, softball, squash, swimming, tennis, track (winter/spring), and volleyball.

Hamilton is a member of the New England Small College Athletic Conference (NESCAC), the Eastern College Athletic Conference (ECAC), the New York State Women's Collegiate Athletic Association (NYSWCAA), and the National Collegiate Athletic Association (NCAA). The other members of NESCAC are Amherst, Bates, Bowdoin, Colby, Connecticut College, Middlebury, Trinity, Tufts, Wesleyan, and Williams. The Conference balances athletic involvement with high academic standards.

Club Sports

The Physical Education Department supports the following Club programs: the Bicycle Co-op, men's and women's crew, equestrian, fencing, floor hockey, women's ice hockey, martial arts, the Outing Club, men's and women's rugby, sailing, ski racing, ultimate frisbee, men's volleyball, and water polo.



Courses of Instruction

For each course, the numbering indicates its general level and the term in which it is offered. Courses numbered in the 100s are introductory in material and/or approach. Courses numbered in the 200s and 300s are intermediate and advanced in approach respectively. Courses numbered in the 400s are most advanced.

To assure the maximum effectiveness in teaching, it is sometimes necessary to place limits on the enrollment in courses. Some courses have enrollment limits because of limited laboratory or studio space. Others have limits to enable instructors to incorporate additional papers and examinations, small group discussions, or special projects. A writing-intensive course, for example, is normally limited to 20 students, and a seminar is normally limited to 12. Enrollment limits mean that a student might not always be able to take a course that he or she wishes to take.

Unless otherwise indicated, the following priorities will apply in the determination of entrance into courses limited in enrollment.

For 100-level courses, priority shall be given to freshmen, sophomores, juniors, and then seniors. (Seniors must have the permission of the departmental Chair in order to enroll in a 100-level course.)

For 200-level courses, priority shall be given to sophomores, freshmen, juniors, and then seniors.

For 300- and 400-level courses that are not required for the student's concentration, priority shall be given to seniors, juniors, sophomores, and then freshmen.

For 300- and 400-level courses that are required for the student's concentration, priority shall be given first to concentrators, and then non-concentrators of the more advanced class.

The term in which the course will be offered is indicated by the letter immediately following the course number: **F** for fall semester, and **S** for spring semester. **F,S** designates a course offered in both fall and spring semesters. **Su** designates a course comprising a summer field trip.

Courses with bracketed numbers will not be offered during 1993-94. In most cases, the description indicates the next date the course will be offered.

A single three-digit number preceding a course description indicates that the course may be elected for a single term. Most offerings are of this type. Two three-digit numbers separated by a hyphen indicate that normally the course will be elected for two terms. For such courses, a student may not enter the second term without having taken the first, unless otherwise indicated.

A course designated as open to a certain class (e.g., "Open to sophomores") is also open to all higher classes. A course with no statement concerning class eligibility is open to all students.

Unless otherwise stated, all courses meet for three 50-minute or two 75-minute class periods each week.

In the list of faculty members for each department, the letters (F,S) following a name indicate terms of leave or off-campus teaching.

Africana Studies

Faculty
Vincent Odamtten, *Program Director*
Joseph C. Dorsey

The program in Africana Studies offers interdisciplinary study of the history, culture, and politics of people of African descent. It focuses on four geographic areas: Africa, Latin America, the Caribbean, and the United States. The program aims to develop students' critical and analytical skills and to promote scholarship within the Africana field of study.

A concentration in the Africana Studies program consists of eight courses: Africana Studies 101 and 550, and six approved electives in Africana Studies. No more than three electives may be chosen from either the social and historical sciences or the arts and humanities. At least three must be at or above the 300-level. Concentrators are required to have a basic working knowledge of an appropriate language other than English. The program will accept study abroad and/or coursework in overseas programs toward the concentration with the approval of the Program Director. Before electing a concentration in the program, students must meet with the Director to design a program of study, planning in advance so that they will be able to complete prerequisites for courses counting toward the concentration. Students must submit a concentration proposal to the Africana Studies Program Committee (which consists of the Director and at least one other faculty member), explaining the relationships between the areas to be studied. Concentrators in Africana Studies are strongly advised to select a minor in a single discipline.

The Senior Program in Africana Studies (550) is an interdisciplinary project culminating in a thesis, performance, or exhibition. The project, which must be approved by the Committee, is to be supervised by two faculty members, one of whom must be a member of the Africana Studies Program. Students who have an average of 88 or higher in the concentration may receive honors through distinguished work in 550. A complete description of the Senior Program is available from the Program Director.

A minor in Africana Studies must include 101 and four electives in Africana Studies displaying a balance between the social and historical sciences and the arts and humanities, and two of which must be at or above the 300-level. Students interested in Africana Studies should consult with the Program Director, Professor Odamtten (English), or with another member of the Committee, which for 1993-94 consists of Professors Allison Dorsey-Ward (History), Joseph Dorsey (Africana Studies), Shelley Haley (Classics), and Robert Paquette (History).

101F Introduction to Africana Studies. An interdisciplinary study of African cultures and history. Survey of pre-colonial African societies from pharaonic Egypt to the Mandinka expansions of Samori Toure. Critical discussion of stateless societies and state formation; social and political institutions; ethics systems; urban and rural lifestyles; women, marriage, and the family; commercial patterns and the dynamics of outside influences, such as the Atlantic slave trade and the spread of Islam and Christianity. Also, discussion of the interdisciplinary nature, methods, and development of Africana/Black Studies. The Program.

203F African-American History to 1865. For full description, see History 203. Prerequisite, 101, or one 100-level history course, or consent of instructor. Maximum enrollment, 40. Dorsey-Ward.

204S African-American History from 1865 to the Present. For full description, see History 204. Prerequisite, 101, or one 100-level history course, or consent of instructor. Maximum enrollment, 40. Dorsey-Ward.

[205F] White Words, Black Voices: Afro-English Dialectology. For full description, see Linguistics 205.

227F Introduction to African-American Literature. For full description, see English 227. Prerequisite, English 150 or consent of instructor. Open to sophomores, juniors, and seniors only. Maximum enrollment, 40. Odamtten.

248F African Dimensions in Latin America. Explores the varieties of the black experience in colonial Latin America from the Columbian voyages to 1898. Major topics include the Atlantic slave trade, slavery and race relations, labor differentiation, slave resistance, sex versus gender, family life, military life, manumission patterns, African cultural diffusion, aggregate emancipation processes, and comparative determinants of social integration. (Writing-intensive.) Prerequisite, 101, or History 102 or 108. (Same as History 248.) Maximum enrollment, 20. J. Dorsey.

260S Survey of Caribbean and Latin American Literature in Translation. A survey of twentieth century works written by people of African descent in the French, Dutch, Spanish, and/or Portuguese languages in the Caribbean and Latin America. Focuses on the relationship between history and literary production. Prerequisite, 101 or consent of instructor. Open to sophomores, juniors, and seniors only. (Same as Comparative Literature 260.) Maximum enrollment, 40. J. Dorsey.

302F Black Reconstruction. For full description see History 302. (Writing-intensive.) Prerequisite, 203, or History 251, or consent of instructor. Maximum enrollment, 20. Dorsey-Ward.

310S African-American Women's History. For full description, see History 310. (Writing-intensive.) Prerequisite, 203 or 204, or consent of instructor. Maximum enrollment, 20. Dorsey-Ward

315S Comparative Slave Narratives. Drawing from a number of sources, a comparative study of late eighteenth and nineteenth century slave narratives from the United States, Cuba, West Africa, and Brazil. Using interdisciplinary methods of criticism and social and political theory, emphasizes how these works reveal the contents of slave life and the society that created it. (Writing-intensive.) Prerequisite, 101, or History 102 or 108. (Offered in alternate years.) Maximum enrollment, 20. J. Dorsey.

[319S] Major Caribbean Writers. For full description, see English 319.

329F Studies in Contemporary African Literature. For full description, see English 329. Prerequisite, English 200, or Comparative Literature 211 or 212. Open to sophomores, juniors, and seniors only. Maximum enrollment, 40. Odamtten.

[339F] Studies in Africana Literary Movements. For full description, see English 339.

350F Slavery and the Civil War. For full description, see History 350. (Writing-intensive.) Prerequisite, 101, or History 251, or consent of instructor. Maximum enrollment, 20. Paquette.

430S Seminar: Contemporary African-American Literature. For full description, see English 430. Prerequisite, English 200, or Comparative Literature 211 or 212. Open to juniors and seniors only. Maximum enrollment, 12. Odamtten.

450S Seminar: African Liberation and Social Theory. An examination of modern liberation movements from the slave barracks along the West African littoral and the trans-Atlantic slave ships to urban and rural settings throughout the Americas. Includes surveying, categorizing, and assessing the course of these movements from the colonial Americas to present-day South Africa, using interdisciplinary methods. Also, analysis of specific liberation movements and the applicability of given social theories. Prerequisite, 101 and at least two other courses in Africana Studies, or consent of instructor. Maximum enrollment, 12. J. Dorsey.

500F,S Senior Program. An interdisciplinary project, to be approved by the Committee. Limited to senior concentrators. The Program.

Other courses appropriate for the concentration include:

Government

[218S]	**Politics of Africa**
224S	**Southern Africa in Transition**

History

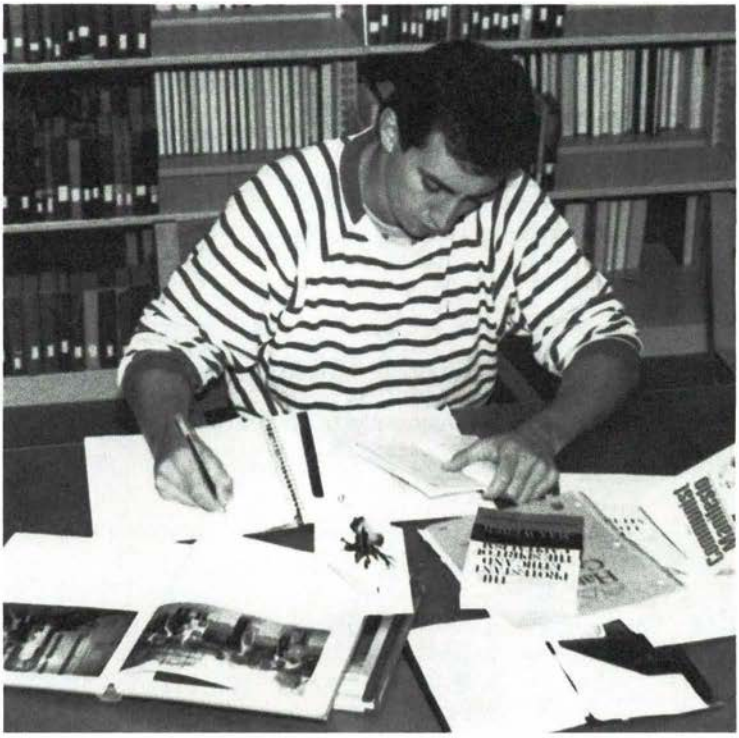
102F	**Atlantic World in the Era of the Slave Trade**
[108S]	**The Colonial Expansion of Europe, 1400-1713**
242S	**The Old South: From Colony to Nation**

Music

160S	**History of Jazz**

Women's Studies

220F	**Race, Gender, Class, and Nation**
[402F]	**Third World Feminisms**



American Studies

The American Studies Program offers students an opportunity to study American civilization from a variety of perspectives and through the methodologies of different intellectual disciplines. Specialized studies in all fields of learning dealing with the United States are included in the program, and the impact of these studies is reflected in the work of the American Studies introductory course (201), the American Studies Seminar (380), and the Senior Project (550).

Students work closely with faculty members in developing an individualized plan of study that brings at least two disciplinary perspectives to bear on a major topic in American culture. Early in the first semester of the junior year, each student must submit a concentration proposal outlining the particular goals and areas of concern to be explored. The proposal should also indicate how the courses comprise a coherent plan toward those ends.

The concentration consists of 10 courses comprising a program approved by the American Studies Committee. It includes 201, taken in the sophomore or junior year, followed by 380, which concentrators may take during their junior or senior year. All concentrators must also complete 550, the Senior Project, an interdisciplinary exploration of a major theme in American civilization.

The American Studies courses assume a general familiarity with American history and literature. Concentrators are expected to take two courses in *each* of these disciplines. The American Studies Committee strongly urges concentrators to choose from the following options:

American Literature

English 307F **Nineteenth Century American Literature**
or
English 309S **Early Twentieth Century American Literature**

plus one course from such other options as:

English 209S **The Wars of America and American Literature**
English 227F **Introduction to African-American Literature**
English 275S **Contemporary American Fiction**
English [285S] **The Puritan Literary Tradition: 1620-1720**
English 301F **Faulkner and Southern Literature**
English [302S] **American Literary Autobiography**
English 430S **Seminar: Contemporary African-American Literature**
English [433F] **Seminar: Faulkner and Other Writers of the Modern South**

American History

History 241F **American Colonial History**
or
History 251S **Nineteenth Century America**
or
History 253F **Recent American History**

plus one course from such other options as:

History 203F **African-American History to 1865**
History 204S **African-American History from 1865 to the Present**
History 242S **The Old South: From Colony to Nation**
History [246S] **American Diplomatic History**
History [265S] **The Worker in American History**
History [277S] **Conservative Thought in the United States**
History 302F **Black Reconstruction**

History 310S	**African-American Women's History**
History [326S]	**The Great Depression: 1929-1941**
History [341F]	**Studies in American Colonial History**
History 343S	**Seminar: Revolutionary America**
History [346S]	**Studies in American Diplomatic History**
History 350F	**Slavery and the Civil War**
History [352S]	**Women and the American Social Reform Tradition**
History 353S	**Seminar in Recent U.S. History**
History [355S]	**Topics in Nineteenth Century American History**
History [356S]	**Contemporary America**
History 359S	**Studies in American Progressivism**
History 378F	**Topics in American Biography**

In addition, the following courses are recommended for concentrators:

Anthropology 113F	**Cultural Anthropology**
Anthropology 114S	**Cultural Diversity**
Art 259S	**American Art**
Art [359S]	**American Architecture Before the Civil War**
Economics [365]	**Economic Analysis of American History**
Government 116F,S	**The American Political Process**
Government [221S]	**Political Parties and Interest Groups**
Government 227S	**State and Local Politics**
Government 241S	**Survey of Constitutional Law**
Government 270S	**Democratic Theory**
Government [290F]	**U.S. Foreign Policy**
Government 291S	**Political Economy of North-South Relations**
Government [329F]	**The American Electoral Process**
Government 334S	**Congress and the Presidency**
Government [335S]	**The Criminal Justice System**
Government [376S]	**American Political Tradition**
Linguistics [247S]	**Sociolinguistic Constructions of the "Hispanic" in the U.S.**
Philosophy 222S	**Contemporary Moral Issues**
Religious Studies [281F]	**The American Jewish Experience**
Religious Studies [303S]	**Religion, the Political Order, and War in America**
Religious Studies [373F]	**American Religious Thought**
Rhetoric and Communication [192F]	**Understanding Mass Media**
Sociology 272S	**Sociology of Poverty**
Spanish [230]	**The Hispanic U.S.A.**

Students who have earned a B+ (88) average in the concentration may receive honors in American Studies through distinguished work on the Senior Project.

Faculty members directing the program are specialists in American civilization and are committed to an interdisciplinary approach to the study of American culture. Students interested in the concentration should consult as early as possible with the program's Director, Maurice Isserman (History), or with another member of the American Studies Committee, which for 1993-94 includes Douglas Ambrose (History), Vincent Auger (Government), and Elizabeth Jensen (Economics).

201S Introduction to American Studies. An interdisciplinary approach to the study of civilization in the United States. Emphasis on recurring historical themes in our national culture such as race, class, gender, and ethnicity. (Writing-intensive.) Prerequisite, one 100-level history course, or English 150 or 200. (Same as History 201.) Maximum enrollment, 20. Isserman.

380F Seminar in American Studies. Topic for 1993-94: Poverty in American Culture and History. (Writing-intensive.) (Same as History 380.) Prerequisite, 201 or consent of instructor. Maximum enrollment, 12. Isserman.

550F,S Senior Project. A program limited to senior concentrators, resulting in a thesis supervised by readers from two disciplines. The Committee.

Ancient Mediterranean Civilization

This interdisciplinary program offers students the opportunity for a broad study of the ancient civilization of the Mediterranean. The concentration requires a minimum of six courses from the list below, including the Senior Program (550). At least one and no more than two of those courses must come from each of the four disciplines participating in the program: Art, Classics, Philosophy, and Religious Studies. At least four of those courses must be beyond the 100 level, and at least two beyond the 200 level (one of these may be 550, the required Senior Program). Also required is a minimum of one course at the 300 level in either Latin or Ancient Greek, or two courses beyond the elementary level in Biblical Hebrew.

Besides 550, the courses currently approved for the concentration are as follows.

Art [261F]	**Ancient Art**
Art [402F]	**Seminar in Ancient Art**
Classical Studies	All Classical Studies Courses (listed under the Department of Classics)
Philosophy 201F	**The History of Western Philosophy: Ancient**
Religious Studies 117F	**The History of God**
Religious Studies 317F	**Jesus and the Gospels**
Religious Studies [327S]	**Hellenistic Religions**
Religious Studies 407S	**Seminar in Biblical Studies**
Religious Studies [417S]	**Seminar in Christianity and Classical Culture**

Students concentrating in Ancient Mediterranean Civilization are strongly encouraged to take advantage of the many excellent programs for work and study abroad, subject to the approval of their advisors and the Chair of the program committee.

Students who have earned a B+ (88) average in the concentration may receive honors in Ancient Mediterranean Civilization by doing distinguished work in the Senior Program, which is required of all concentrators. More information about the Senior Program and the concentration as a whole is available from Professors Barbara Gold (Classics) and Stephenson Humphries-Brooks (Religious Studies), or from any other member of the program committee, which for 1993-94 includes Professors Shelley Haley (Classics) and Carl Rubino (Classics).

A minor in Ancient Mediterranean Civilization requires a minimum of five courses drawn from at least three of the disciplines listed above, including at least one course beyond the 200 level.

550S Senior Program. Topic to be arranged. Limited to senior concentrators. The Committee.

Anthropology

Faculty

Charlotte Beck, *Chair*
George T. Jones
Douglas Raybeck
Henry J. Rutz

A concentration in Anthropology consists of a minimum of nine courses: 106 (115) or 107, 113 or 114, 358, and 540 or 541, and five other courses, one of which must focus on a culture area and one of which must be cross-listed from Linguistics. Prospective concentrators are encouraged to take 358 as early as possible because it must be completed by the end of the junior year. All concentrators, especially those planning graduate studies, are advised to take a course in statistics. The Department offers a two-credit summer archaeological field course.

Concentrators must fulfill their senior project requirement through satisfactory completion of the Senior Seminar (540 or 541), which emphasizes the critical evaluation of scholarship as well as primary culminating in a research paper.

Concentrators with a departmental average of 88 or higher and a grade of B + or better in the Senior Seminar may pursue honors through 560, an individual project under the direct supervision of a member of the Department. To receive honors, a grade of A − or higher must be earned on the resulting thesis.

A minor in Anthropology consists of one course from among 106 (115), 107, 113, and 114, and four other courses approved by the Department, one of which must be at the 300 level.

102S Language and Culture. For full description see, Linguistics 102. Maximum enrollment, 45. Urciuoli.

106F Principles of Archaeology. An introduction to the fundamentals of archaeology, with emphasis on evolutionary principles. Topics include a review of archaeological field methods such as sampling, survey, and excavation, and analytic methods such as dating, typology, and formation processes. Three hours of class and one hour of laboratory. Maximum enrollment, 24. Beck.

107S Humans and the Ice Age Earth. An introduction to archaeologic and geologic studies as they are applied to climate changes and related human adaptations. Focuses on stratigraphic principles, environmental reconstructions, archaeologic field methods, chronologic methods, and the impact of climate changes during the past 2.5 million years. Three hours of class and one hour of laboratory/discussion. Not open to students who have taken any other course in Principles of Geology (Geology 104 to 112). (Same as Geology 107.) Maximum enrollment, 50. Jones and E. Domack.

113F Cultural Anthropology. Cross-cultural approaches to the study of social structure, polity, economic behavior, and belief systems. Anthropological methods of analysis of nonliterate, peasant, and complex contemporary societies. Not open to students who have taken 114. Maximum enrollment in each section, 40. Raybeck.

114S Cultural Diversity. An introduction to the constitution of global, national, and local cultures in comparative and historical perspective. A cultural approach to race, ethnicity, class, and gender, using case studies from diverse societies. Not open to students who have taken 113. Maximum enrollment in each section, 40. Rutz.

[200S] Semantics and Pragmatics. For full description, see Linguistics 200.

208F The Pacific Islands. Western impact and responses of indigenous peoples of Polynesia, Melanesia, and Micronesia. Origin and migration of Pacific peoples, human adaptation to island ecology, cultural diversity, colonialism and nationalism, cultural change and survival. Prerequisite, 113 or 114, or consent of instructor. Maximum enrollment, 40. Rutz.

[221S] Evolution of Economy and Society. Comparative study of precapitalist modes of livelihood; emphasis on simple modelling of production, distribution, and consumption; some attention paid to problems of capitalist development. Topics include relationship between rationality and culture, property rights over things and persons, gender and the division of labor, relations of power, and socially necessary consumption. Prerequisite, 113 or 114, or consent of instructor. (Next offered 1994-95.)

224S Peoples of Island Southeast Asia. A study of peoples and cultures of island Southeast Asia, with an emphasis on syncretic traditions in Malaysia and Indonesia. Prerequisite, 113 or 114, or consent of instructor. Maximum enrollment, 40. Raybeck.

225S Phonetics and Phonology: The Analysis of Sound. For full description, see Linguistics 225. Maximum enrollment, 12. Urciuoli.

[234S] The Rise of Prehistoric Civilization. A study of the developments leading to the earliest civilizations in the Old and New Worlds. Starting with the late Paleolithic and early Neolithic periods, discussions of theories about the beginnings of agriculture and the rise of the state. (Next offered 1994-95.) Maximum enrollment, 40.

[241S] Native North Americans. Examination of Native North American cultures from European contact to the present. Emphasis on cultures at time of contact and on relationships between native populations and Europeans, including discussion of current problems. (Writing-intensive.) Prerequisite, 113 or 114, or consent of instructor. (Next offered 1994-95.) Maximum enrollment, 20.

243S North American Prehistory. The history of Native American cultural development north of the Rio Grande prior to European contact. Topics include the timing and effects of human entry into North America, ice-age adaptations, plant and animal domestication, agriculture and beginnings of complex societies. Prerequisite, 106 (115) or 107, or consent of instructor. Maximum enrollment, 40. Jones.

[244F] Language, Self, and Society. For full description, see Linguistics 244. (Next offered 1994-95.)

[245S] Human Ancestors. A review of the biological and cultural evolution of humans. Topics include human uniqueness, race, and biological diversity among modern people, the earliest humans in Africa, the Eve theory, and the first modern humans. Includes laboratory in human osteology. Prerequisite, 106 (115) or 107, or consent of instructor. (Next offered 1994-95.)

[247S] Sociolinguistic Constructions of the "Hispanic" in the U.S. For full description, see Linguistics 247.

251F Language, Culture, and Performance. For full description, see Linguistics 251. Urciuoli.

[254F] Gender Roles in Comparative Perspective. An examination of gender roles from the cross-cultural perspective of anthropology. Comparison of the physiological and psychological evidence for gender differences with the social classifications of gender differences. Socialization, family roles, and the allocation of power within gender roles. Prerequisite, 113 or 114, or consent of instructor. (Next offered 1994-95.) Maximum enrollment, 40.

[258S] Nonverbal Communication and Social Interaction. Description and analysis of subtle social structuring underlying social interaction. The relevance of kinesics and proxemics for the study of covert aspects of social behavior. Development of students' observational skills in laboratory and occasional field trips. Prerequisite, 113 or 114, or Psychology 101, or consent of instructor. (Same as Rhetoric and Communication 258.) (Next offered 1994-95.) Maximum enrollment, 30.

272S Culture and Consumption. An anthropological perspective on American middle-class culture. Topics include the making of consumer culture, changing concepts of work and leisure, the uses and meanings of daily consumption rituals, advertising and

the production of culture, and household technology and productive consumption. Prerequisite, 113 or 114, or consent of instructor. Maximum enrollment, 40. Rutz.

[275S] Native American Languages and Cultures. For full description, see Linguistics 275.

[280S-Su] Archaeological Field Course. An introduction to archaeological field methods. Excavation, survey, and mapping of prehistoric hunter-gatherer sites in basin and upland habitats of the eastern Nevada desert. One hour of class per week during spring semester followed by five weeks of intensive field work during summer. Prerequisite, 106 (115) or 107, or consent of instructor. Extra cost. Two-credit course, of which one may be counted toward the concentration. (Next offered 1994-95.) Maximum enrollment, 12; minimum, 8.

[301S] Culture and Time. The analysis of time in a cross-cultural perspective: circadian and other natural rhythms; differing perceptions of time; development of time concepts in Western and non-Western cultures; time-reckoning systems and their functions. (Writing-intensive.) Prerequisite, 113 or 114 and junior or senior standing, or consent of instructor. (Next offered 1994-95.) Maximum enrollment, 20.

325F Analytic Methods in Archaeology. A survey of analytic techniques central to archaeological and paleoecological interpretation. Laboratory performance of artifact analysis and classification, chemical and mechanical procedures for sediment analysis, faunal and floral identification, computer-aided data management, and statistical analysis. Three hours of class and three hours of laboratory. Prerequisite, 106 (115) or 107, or consent of instructor. Maximum enrollment, 8. Beck and Jones.

330S Anthropology of Deviance. An examination of deviance in cross-cultural perspective. Formal and informal sanctions in state and non-state societies. Comparative theoretical approaches to deviance, including functionalist, conflict, control, and labeling theories. Prerequisite, 113 or 114, or consent of instructor. Maximum enrollment, 40. Raybeck.

333F Psychological Anthropology. A survey of psychological problems in a cross-cultural context. The role of psychological processes in the formation, maintenance, and change of social and cultural systems. The relationship between personality and culture, the varying ways in which culture and language influence social and environmental perceptions, and the nature-nurture argument. Prerequisite, 113 or 114, a psychology course, and junior or senior standing; or consent of instructor. Raybeck.

334S Method and Theory in Archaeology. An examination of modern methodological and theoretical approaches and problems in American archaeology. Sampling, research design, and typology; reconstruction of social organization; history of the discipline. Prerequisite, 106 (115) or 107, and 113 or 114. Maximum enrollment, 12. Beck.

358F History of Ideas. A consideration of major paradigms in anthropology from the nineteenth century to the present. The influence of various theoretical perspectives on ethnographic and archaeological description and analysis. Prerequisite, 106 (115) or 107, or 113 or 114. Jones and Rutz.

540F Senior Seminar in Cultural Anthropology. Critical evaluation of selected topics in cultural anthropology. Primary research, culminating in a paper for fulfillment of the senior project. Raybeck and Rutz.

541F Senior Seminar in Archaeology. Critical evaluation of selected topics in archaeology. Primary research, culminating in a paper for fulfillment of the senior project. Jones.

560S Honors Thesis. A thesis supervised by at least one member of the Department. Follows from participation in 540 or 541. The Department.

Arabic

See Critical Languages

Art

Faculty
Deborah F. Pokinski, *Chair*
Rand Carter
Elizabeth Childs-Johnson
L. Ella Gant
Louanne G. Getty
David A. Lewis
John C. McEnroe (F,S)
Robert B. Muirhead
Robert C. Palusky
William Salzillo

Special Appointment
Scott MacDonald

The Art Department offers concentrations in both the History of Art and Studio Art. Because 100-level courses are introductory, students should elect to take such courses by the end of the sophomore year.

History of Art

A concentration in the History of Art consists of 104 and nine additional courses including a choice of 248, 261, 266 or 270; either 254 or 258; 282; 285; either 292 or 293; three electives (one of which may be a second Studio Art course); and a seminar taken during the senior year. The Senior Project in the History of Art includes an oral presentation before the Department for its evaluation of an extensive research paper prepared in connection with the senior-year seminar. A complete description of the Senior Project is available in List 111. Honors in the History of Art will be awarded on the basis of the cumulative average in coursework and distinguished achievement on the senior-year seminar paper, or distinguished achievement on the Senior Project. A minor in the History of Art consists of 104 and four additional courses in the History of Art including at least one pre-modern course. Students planning to apply for graduate studies in the History of Art are advised to acquire or consolidate a fluency in at least one modern foreign and one ancient language.

Studio Art

A concentration in Studio Art consists of 104 and 152 (or 150); at least one additional course in the History of Art; and seven additional Studio Art courses including one in each of the following categories:

1) Painting and Printmaking
2) Ceramics and Sculpture
3) Photography and Video

and a minimum of one workshop. Honors in Studio Art will be awarded on the basis of the cumulative average in coursework and distinguished performance in 501-502 (Senior Project), which is required of all Studio Art concentrators. A complete description of the Senior Project is available in List 111. A minor in Studio Art consists of 104, 152 (or 150), and three additional Studio Art courses at the 200 level or above. Students interested in preparing for a professional school of architecture should consult with Professor Carter as early as possible.

History of Art

151F Architecture and the Environment. A critical and historical introduction to the study of human intervention in the environment, considering such issues as the alleviation of biological and psychological stress through architectural design, social purpose, and formal significance. Individual buildings examined in relation to their urban and natural contexts. Carter.

152F,S Introduction to Western Art. The role of works of art in intellectual history. Readings on the broad historical background; class discussion of representative examples

from various periods in an effort to gain fluency in reading and comprehending visual forms. Not open to seniors (or to students who have taken 150). Maximum enrollment in each section, 40. The Department.

154F,S Introduction to East Asian Art. An introduction, from a religio-historic and stylistic perspective, to major artistic monuments of India, China, Japan, Korea, and Southeast Asia. Monuments of different religious and philosophic inspiration, including Hindu and Buddhist, Confucian and Daoist, Shinto and Mughal, analyzed and compared with the aim of understanding native cultural expression. Childs-Johnson.

190F Language of Film. Introductory survey of the development of the grammar of film. Screenings, lectures, and readings exploring history, theory, and aesthetic principles of film. Students' papers based on screenings. Four hours. Maximum enrollment, 40. MacDonald.

248S Arts of Buddhism. An introduction to the doctrine and art of Buddhism from its origins in India and expansion to Central Asia, the Far East, and Southeast Asia. Childs-Johnson.

250F Women in Art. An examination of Western art from the perspective of women. Topics include women as artists, images of women in art, the writing of the history of art, and cultural values that have affected women's participation in artistic life. Prerequisite, 152 or consent of instructor. Maximum enrollment, 40. Pokinski.

[254S] Survey of Japanese Art. A survey of the art and architecture of Japan from the Jomon to the Edo periods. Distinctive Japanese arts such as wood-block printing, ink painting, kasuri textiles, handscroll illuminations, Zen gardens, and Shinto architecture will be analyzed. Attention to distinguishing native and foreign characteristics of Japanese stylistic expression. Prerequisite, 154 or consent of instructor.

258F Survey of Chinese Art. A survey of the major arts and architecture of China from the Late Neolithic to Qing periods. Major artistic traditions, including ritual bronze and jade-working, lacquer painting, Buddhist sculpture, ceramics, calligraphy, and landscape painting analyzed against a religio-cultural background. Prerequisite, 154 or consent of instructor. Childs-Johnson.

259S American Art. Development of painting and architecture in the United States with emphasis on the nineteenth and early twentieth centuries. Prerequisite, one course in the history of art or American studies. Maximum enrollment, 40. The Department.

[261F] Ancient Art. The art of Egypt, Mesopotamia, Crete, Greece, and Rome in relation to the philosophical, religious, literary, and political concepts of the times.

[266S] Art of the Islamic World. The Near and Middle Eastern origins, the classical inheritance, and the eastern and western diffusion of Islamic civilization.

[270S] Medieval Art. Study of the Early Christian and Byzantine tradition, as well as the development in Western Europe from Hiberno-Saxon art through the Carolingian, Ottonian, Romanesque, and Gothic periods. Prerequisite, 152 (150) or consent of instructor.

282F The Renaissance. The stylistic development of Renaissance art, from its roots in the fourteenth century to its Mannerist phase in the sixteenth century. Maximum enrollment, 40. The Department.

285F Seventeenth and Eighteenth Century Art. The origins of the Baroque in Rome, its dissemination throughout Europe and its overseas dominions, and the late Baroque and Rococo transformation. Emphasis on major figures such as Caravaggio, Rubens, Bernini, Velazquez, Vermeer, and Watteau. Prerequisite, 152 (150) or consent of instructor. Carter.

292S Modern Architecture: 1750 to the Present. The origins of an essentially modern attitude toward architecture during the late eighteenth century and its development in the nineteenth and twentieth centuries. Prerequisite, 151 (291). Carter.

293F Nineteenth and Twentieth Century Art. The development of Western art in relation to the intellectual, political, economic, technical, and social upheavals of the last 200 years. Emphasis on painting and sculpture, with reference to new media such as collage, assemblage, and photography. Critical look at the concepts of modernism as they affect style, subject matter, art criticism, the artist's identity, and the viewing public. Maximum enrollment, 40. Pokinski.

[350S] Chinese Painting. An introduction to traditions of figure and landscape painting and critical theory from the Han through the Qing periods in China. Prerequisite, 154 or consent of instructor.

[359S] American Architecture Before the Civil War. A brief outline of architecture, planning, and design in the Americas before Columbus, followed by a fuller discussion of the period of European colonization and the era of political independence. Field trips to accessible sites. Prerequisite, 151 (291) or 285.

401S Seminar in Chinese Art. Selected topics in literary texts and Chinese art. Prerequisite, 258 or consent of instructor. Childs-Johnson.

[402F] Seminar in Ancient Art. Selected topics in Near Eastern, Greek, and Roman art. (Writing-intensive.) Prerequisite, 261. Maximum enrollment, 12.

[403F] Seminar in Renaissance Art. Topics in Renaissance art and historiography. (Writing-intensive.) Prerequisite, 282. Maximum enrollment, 12.

406S Seminar in Modern Art. Selected topics in Modern art. (Writing-intensive.) Prerequisite, 293. Maximum enrollment, 12. Pokinski.

490S Seminar in Decorative Arts. Study of style and social function in the arts of design, with special emphasis on furniture. Visits to public and private collections. (Writing-intensive.) Prerequisite, 285. Maximum enrollment, 12. Carter.

491F Seminar in Neo-Classicism. Art around 1800 seen as a watershed between Renaissance Humanism and modernism. Topics include the reinvesting of old forms with new meanings, the reevaluation of myth and symbol, the aesthetic dilemma of industrialization, and archaeology and the romanticization of the past and future. (Writing-intensive.) Prerequisite, 285. Maximum enrollment, 12. Carter.

Studio Art

104F,S Introduction to Drawing. Study of the basic elements of drawing, including line, texture, mass, and composition. Students work from the model during class time, do outside assignments, and participate in group criticism. Four hours of studio. Maximum enrollment in each section, 25. The Department.

105F,S Design. Introduction to the visual language in two and three dimensions. A series of projects exploring basic formal and expressive elements, color, composition, space and time relationships, and structural stress. Four hours of studio. Maximum enrollment in each section, 25. The Department.

106F,S Introduction to Ceramics. Introduction to three-dimensional design concepts related to ceramics. Emphasis on a series of projects, followed by group criticism, and technical aspects of ceramics. Four hours of studio. Maximum enrollment, 12. Palusky.

109F Introduction to Sculpture. Basic methods in dealing with problems of form, technique, and concept. Explores sculptural possibilities of traditional and nontraditional materials and techniques. Journal-keeping. Group critiques. Four hours of studio. Maximum enrollment, 10. Getty.

113F,S Introduction to Photography. Fundamentals of 35mm camera use, black and white film process, print enlargement and development. Emphasis on development and control of technical skills combined with exploration of standards within the field of photography. Those enrolled must provide their own 35mm camera with manual settings. Group critiques. Maximum enrollment, 18. Gant.

160F Figure Drawing. Application of basic drawing principles to the representation of the human figure, with emphasis on anatomy and proportion. Examination of related topics such as the figure in the environment and portraiture. Maximum enrollment, 20. Salzillo.

203F,S Painting I. Introduction to the study of the methods and techniques of oil painting, with emphasis on still-life, figures, and landscape. Four hours of studio. Maximum enrollment, 15. The Department.

208F Pottery. Concentration on the technical and aesthetic concerns of functional and sculptural aspects of pottery. Emphasis on porcelain and stoneware, use of the potter's wheel, and high-fired glaze technology. Four hours of studio. Prerequisite, 106 (206). Maximum enrollment, 9. Palusky.

213F Video. Fundamentals of camera work and editing for videography. Introduction to critical, theoretical, and historical contexts of the medium. Emphasis on traditional and non-traditional uses for and assumptions about video. Video journal. Group critiques. Maximum enrollment, 10. Gant.

219F Experimental Sculpture. A thematic, advanced sculpture class focusing on altering found objects and spaces, incorporating a variety of materials, techniques, and issues. Maximum enrollment, 10. Getty.

233S Basics of Printmaking. Introduction to the basic principles and techniques of printmaking as traditionally employed in intaglio and stone lithography. Includes brief discussions of the history of printmaking, printing editions, matting, paper conservation, and safety. Maximum enrollment, 12. Salzillo.

235F Intaglio Printmaking. Study in the process of intaglio printmaking, including etching, engraving, dry point, and hard and soft ground techniques. Students expected to participate in group criticism. May be repeated for credit at increasingly advanced levels. Four hours of studio. Prerequisite, 104. Maximum enrollment, 12. Muirhead.

302F Photography Workshop. Continued investigation and development of black and white technical processes. Study and exploration of personal vision through photographic means and the use of this vision to persue broader-based aesthetic, social, cultural, and political context for photography. Photography journal. Group critiques. May be repeated for credit at increasingly advanced levels. Prerequisite, 113 (212). Maximum enrollment, 12. Gant.

304S Advanced Painting. Advanced problems in painting, such as creative interpretation, collage and cubist construction, abstraction, three-dimensional construction, and serial imagery. Free experimentation with traditional technical problems (egg tempera and glazing) as well as recently introduced materials. Maximum enrollment, 12. Muirhead.

[305F] Advanced Drawing. Inventive drawing in various media. Techniques and issues related to *trompe l'oeil*, photographic, thematic, and serial formats. Four hours of studio. Prerequisite, 104. Maximum enrollment, 18.

308S Sculpture Workshop. Advanced study of traditional and non-traditional materials and techniques. Emphasis on sculpture as a vehicle for personal statement. Group critiques. May be repeated for credit at increasingly advanced levels. Four hours of studio. Prerequisite, 109 (209). Maximum enrollment, 10. Getty.

311S Ceramics Workshop. Emphasis on personal concepts employing sophisticated building and coloring techniques. Four hours of studio. Prerequisite, 106 (206). Maximum enrollment, 18. Palusky.

313S Video Workshop. Special topics, such as video history, activism, censorship, installation work. Emphasis on exploration of personal vision combined with awareness of aesthetic, social, cultural, and political history as it relates to videography. May be repeated for credit at increasingly advanced levels. Prerequisite, 213. Maximum enrollment, 10. Gant.

501-502 Senior Project. A two-term course during which the Studio Art concentrator will prepare an exhibition of his or her work. Required of Studio Art candidates for departmental honors. Students who are not honor candidates must have consent of the Department. The Department

Asian Studies

A concentration in Asian Studies consists of 10 courses, including an introductory core course, chosen from either History of Art 154, Chinese 150, History 105, or Religious Studies 105; completion of language work in Chinese or Japanese to the 140 level; three courses from one area among Areas II-IV; three electives, at least two of which are to be chosen from the remaining areas; and 550. Appropriate courses taken in overseas programs, with the permission of the Chair of the Asian Studies Program Committee, may be counted toward the three electives in the concentration. Honors in Asian Studies will be awarded to concentrators who complete 550 with distinction. A complete description of the Senior Project is available in Christian A. Johnson 218. A minor in Asian Studies consists of five courses as approved by the Chair.

Students interested in Asian Studies should consult a member of the Committee, which for 1993-94 consists of Professors Russell Blackwood (Philosophy), Elizabeth Childs-Johnson (Art History), Hong Gang Jin (East Asian Languages and Literature), Douglas Raybeck (Anthropology), Victoria Vernon (Comparative Literature), Thomas A. Wilson (History), and De Bao Xu (East Asian Languages and Literature).

550F,S Senior Project. An interdisciplinary research project culminating in a paper to be approved by a committee of at least two faculty members of the program in Asian Studies from separate departments, selected by the student in consultation with his or her academic advisor. The Committee.

Area I: Language

Chinese

110F **First Term Chinese**
120S **Second Term Chinese**
130F **Third Term Chinese**
140S **Fourth Term Chinese**
200F **Advanced Chinese I**
220S **Advanced Chinese II**
300F **Advanced Chinese III**
320S **Advanced Chinese IV**

Japanese

121F-122S **Elementary Japanese**
201F-202S **Intermediate Japanese**
301F-302S **Advanced Japanese**
401F-402S **Readings in Japanese**

Area II: Philosophy and Religious Studies

Philosophy

315F **Islamic Thought**
[325S] **Hindu and Buddhist Thought**

Religious Studies

[105F] **Origins**
125S **The Wonder That Was India**
243S **Chinese Religion and Thought**
[365F] **The World of Zen**
[385] **Mahayana Buddhism**
405S **Seminar in Asian Religions**

Area III: History and Social Science

Anthropology

224S	Peoples of Island Southeast Asia

Economics

[240]	Political Economy of the Middle East

Government

[211S]	Politics in China
[212S]	Politics in Japan
[340S]	East Asian International Relations
[341S]	China's Cultural Revolution

History

105F	Introduction to East Asian Cultures: China and Japan
270F	Cultural and Political Traditions of Japan
[272S]	Modern Japan: 1600 to the Present
[280F]	Cultural and Political Traditions of China
285S	Modern China: 1644 to the Present
[338F]	Topics in Chinese History
360S	Topics in East Asian History
[375F]	Topics in Japanese History
403F	Research Seminar in East Asian History

Area IV: Asian Culture: Literature and the Arts

Art

154F,S	Introduction to East Asian Art
248S	Arts of Buddhism
[254S]	Survey of Japanese Art
258F	Survey of Chinese Art
[266S]	Art of the Islamic World
[350S]	Chinese Painting
401S	Seminar in Chinese Art

Chinese

[150F]	Introduction to Chinese Culture, Society, and Language
[201S]	Selected Readings in Post-Cultural Revolution Literature in Translation
202F	Chinese Films and Society

Comparative Literature

[216S]	Modern Japanese Literature
224S	Modern Japanese and Chinese Women Writers

English

226S	Post-Colonial Narrative

Music

[154S]	Music of the World's Peoples

Religious Studies

[265S]	Music as an Expression of Religion

Theatre and Dance

255S	Asian Theatre

Astronomy

See Physics.

Biochemistry/Molecular Biology

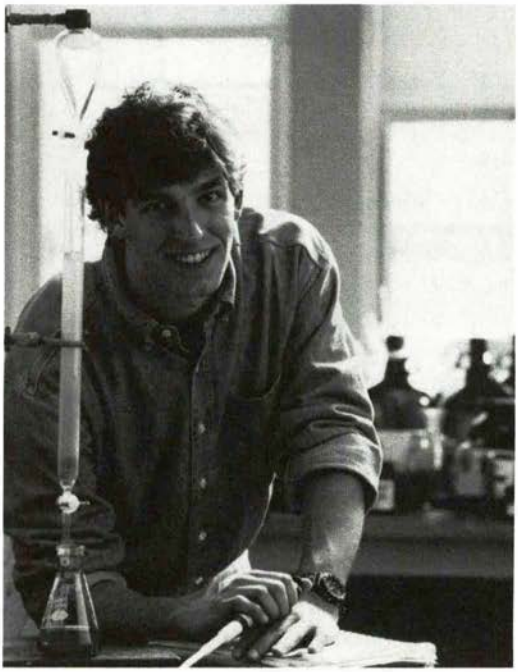
The Departments of Biology and Chemistry offer an interdisciplinary concentration in Biochemistry/Molecular Biology. The concentration consists of 12 courses (11.5 credits), which must include 333; Biology 110, 210, 225, and 446; Chemistry 111 and 112 (or 141 and 142), 223-224; and one course chosen from among 436, Biology 336, 348, and 444, and Chemistry 334. Certain courses in Mathematics and Physics are prerequisites for 333. Senior concentrators must take 550 and 551 to satisfy the Senior Thesis requirement. A complete description of the Senior Project is available from the Departments. Honors in Biochemistry/Molecular Biology will be based on excellence in coursework and on the Senior Thesis. The concentration is administered by Professors Susan Morgan (Biology) and David Wasserman (Chemistry).

333F Classical Physical Chemistry. For full description, see Chemistry 333. Prerequisite, Chemistry 224, Mathematics 114, and Physics 101-102 or 192 (may be taken concurrently). Elgren.

436S Biophysical Chemistry. For full description, see Chemistry 436. Prerequisite, 333. Elgren.

550F,S Senior Thesis I. A research project carried out in association with a faculty member. One course credit. Must be approved by April of the junior year. The Departments.

551F,S Senior Thesis II. A research project carried out in association with a faculty member. Includes written and oral presentation. One-half course credit. Prerequisite, 550. The Departments.



Biology

Faculty
David A. Gapp, *Chair*
Jeffrey R. Foster
Jinnie M. Garrett
Sue Ann Miller
Susan D. Morgan
William A. Pfitsch (FS)
Patrick D. Reynolds
Benjamin S. Weeks
Ernest H. Williams

Special Appointment
Kenneth M. Bart

A concentration in Biology consists of 9.5 credits which must include 110, 210, 225, 550, 551, and at least one additional course at the 300 level or above. A complete description of the Senior Thesis (550-551) is available from the Department. In addition, concentrators must complete a year of chemistry (Chemistry 111 and 112 or 141 and 142). A course of study taken at a field station and approved beforehand may be substituted as one course in the concentration or in the minor. Students preparing for graduate studies in biology should take at least one year each of calculus, organic chemistry, and physics, and should have knowledge of a foreign language and computing. Departmental honors will be determined on the basis of distinguished achievement in coursework and in the Senior Thesis. A minor in Biology consists of five courses, which must include 225 and at least one course at the 300 level or higher.

[108] Molecular Biology Today. Discussion of the revolution in molecular biology that has led to recent advances in medicine and agriculture. Focuses on the historical, social, philosophical, ethical, and personal aspects of scientific research. Does not require a background in science. May not be counted toward the concentration or the minor. (Next offered 1994-95.)

110F General Biology: Physiology and Ecology. An introduction to biology. The structure and function of plants and animals, the diversity of living organisms, and the ecology of populations and communities. Three hours of class and three hours of laboratory. Foster, Gapp, and Williams.

120F Female Biology. A consideration of some basic biological concepts and topics as they relate to females. Three hours of class includes some laboratory and discussion. May not be counted toward the concentration or the minor. Maximum enrollment, 15. Miller.

[134S] Biology of Reproduction. Physiology and endocrinology of vertebrate reproductive systems; emphasis on hormonal regulation of human reproduction, including pregnancy and parturition. May not be counted toward the concentration or the minor. (Next offered 1994-95.)

[140] Natural History of New York Plants. An introduction to the study of plants. Exploration of the environmental, biological, and historical factors influencing plant distribution. Field trips on identification of local flora. One and one-half hours of class and three hours of field or laboratory exercises. May not be counted toward the concentration or the minor. (Next offered 1994-95.)

210S General Biology: Cell Chemistry and Structure. The process of evolution and the molecular and cellular basis of biological organization. Three hours of class and three hours of laboratory. Prerequisite, 110 or consent of instructor. Gapp, Morgan, and Reynolds.

[213] Marine Biology. Introduction to life in the sea; diversity of marine organisms and adaptations to marine habitats, marine ecosystems and food webs, and interaction of human culture and marine life. Three hours of lecture or laboratory/discussion, and field trip to marine habitats. Prerequisite, one introductory science course. Extra cost.

May not be counted toward the concentration or the minor. (Next offered 1994-95.) Maximum enrollment, 20.

221S Microbiology. Introduction to the microbial world of bacteria, protoctists, and fungi, with emphasis on prokaryotic metabolism and ecology. Basic techniques, including isolation, cultivation, and identification of microbes. Three hours of class and three hours of laboratory. Prerequisite, 210. Morgan.

222S Vertebrate Organization. Gross and micro-organization of vertebrate bodies and tissues put into an analytical, functional, comparative, and historical perspective. Mammalian organization emphasized. Three hours of class and three hours of laboratory. Prerequisite, 110. Miller.

225F General Biology: Genetics and Development. The basic principles of genetics and development in a variety of organisms. Consideration of the mechanisms of inheritance, differentiation, and morphogenesis. Three hours of class and three hours of laboratory. Prerequisite, 210. Garrett and Weeks.

228S Invertebrate Biology. An introduction to multicellular invertebrate organisms, with emphasis on diversity, structure and function, ecology, and evolution. Three hours of class, three hours of laboratory, and additional field work. Prerequisite, 110. Reynolds.

229S Society and the Environment. An introduction to environmental science, with attention to understanding sources and ramifications of human abuse of the environment. Several current environmental problems examined within historical, sociological, economic, and biological contexts. May not be counted toward the concentration or the minor. Williams.

331S Vertebrate Physiology. Fundamentals of vertebrate physiology, emphasizing the functional and homeostatic controls that regulate nerve and muscle tissue, and the cardiovascular, respiratory, renal, and endocrine systems. (Writing-intensive.) Three hours of class and three hours of laboratory. Prerequisite, 110. Maximum enrollment, 20. Gapp.

333F Vertebrate Development. Vertebrate embryogenesis considered in the context of contemporary developmental biology. Laboratory emphasis on mammalian and avian developmental anatomy supplemented with selected projects and observation of live embryos. Three hours of class and three hours of laboratory. Prerequisite, 110 and junior standing or consent of instructor. Miller.

336S Cell Biology. A study of the structure and function of the major cellular organelles. Three hours of class and three hours of laboratory. Prerequisite, 225. Maximum enrollment, 10. Weeks.

337F Ecology. The relationships among living organisms and the environment, population growth and regulation, interspecific interactions, community and ecosystem structure and function, and biogeography. Three hours of class and three hours of laboratory or field exercises. Prerequisite, 110. Foster and Williams.

[340] Plant Physiology. The physiology of flowering plants. Includes plant growth and development, photosynthesis, mineral nutrition, water relations, and stress physiology. Three hours of class and three hours of laboratory. Prerequisite, 210. (Next offered 1994-95.)

348S General and Molecular Genetics. An integrated study of the reactions of nucleic acids, focusing on their function as the genetic material. Discussion of application of genetics in medicine and agriculture by the biotechnology industry. Three hours of class and three hours of laboratory. Prerequisite, 225. The Department.

349F Transmission Electron Microscopy. The preparation of electron micrographs in the study of the cellular level of biological organization. Prerequisite, four laboratory courses in biology. Maximum enrollment, 6. Bart.

350S Scanning Electron Microscopy. Theory, practice, and application of the scanning electron microscope to selected projects. One-half course credit. Prerequisite, two laboratory courses in science. Open to juniors and seniors only. Maximum enrollment, 6. Bart.

360F Principles of Immunology. Survey of the defense system of animals. Anatomy of the immune system; characteristics and regulation of cells and molecules involved in immunity. Allergy, autoimmunity, and AIDS. One-half course credit. Three hours of class and three hours of laboratory. Prerequisite, 225. Weeks.

438F Biological Form. The analysis of form from the cellular to organismal level in studies of structure, function, and evolution. Emphasis on recent literature and on historical, morphometric, and comparative methods. Three hours of class and three hours of laboratory. Prerequisite, 210, and 222 or 228 or consent of instructor. Reynolds.

441S Seminar in Evolutionary Biology. Study of natural selection, behavioral evolution, genetic variability, molecular evolution, speciation, and macroevolution. Discussion of readings from the literature. (Writing-intensive.) Prerequisite, 225 or consent of instructor. Maximum enrollment, 12. Williams.

444F Vertebrate Endocrinology. An integrative approach to the endocrine systems that regulate growth, metabolism, electrolyte balance, and reproduction; cellular age and molecular aspects of hormone secretion and hormone action emphasized. Three hours of class and three hours of laboratory. Prerequisite, 331 or consent of instructor. Gapp.

446F Biochemistry. An advanced course in the chemistry of living systems. Topics include chemical composition of life; biophysics and biochemistry of macromolecules, with emphasis given to proteins, carbohydrates, and lipids; energy acquisition; and macromolecular synthesis and assembly. Three hours of class and three hours of laboratory. Prerequisite, 225, and Chemistry 223-224. Morgan.

550F,S Senior Thesis I. An intensive library and laboratory or field research project carried out in association with a faculty member. Prerequisite, acceptance by the Department of a written proposal submitted in the spring of the junior year. The Department.

551F,S Senior Thesis II. Completion and presentation of the senior research project. Includes written and oral presentation. One-half credit. Prerequisite, 550. The Department.

Chemistry

Faculty

Robin B. Kinnel, *Chair*
Karen S. Brewer
Leland E. Cratty
Timothy E. Elgren
George A. Raiche (F)
David J. Wasserman

A concentration in Chemistry consists of 11 courses, which must include 223-224, 333, 334, 351-352, 551, and two courses chosen from 337, 340, 423, 436, and 448. Students may count Biology 446 toward the concentration. Certain courses in Mathematics and Physics are prerequisite for 333. At least two semesters of a foreign language, preferably German or Russian, and one semester of Computer Science are strongly recommended for concentrators. A Senior Project (551) is required of all concentrators. A more complete description of the Senior Project is available from the departmental office. Students who are candidates for departmental honors are encouraged to complete two terms of the Senior Project (551 and 552). Attention is called to the weekly departmental seminar, which all interested students are invited to attend. A minor in Chemistry consists of five courses, which must include 223-224 and 333.

Those students who are interested in a program leading to a degree certified by the American Chemical Society should consult with the Department as early as possible.

102S Our Chemical Environment. A qualitative consideration of the role of chemistry in our surroundings and everyday lives. Study of current environmental topics including ozone depletion, groundwater contamination, acidic precipitation and energy transformations. For students who do not plan to concentrate in chemistry. Raiche.

107F Environment, Technology, and Chemistry. A study of the basic principles of chemistry and the scientific method. Applications of these to topics of current interest. Intended for students who do not plan to take additional courses in chemistry. Not open to those who have had a course in college chemistry. Wasserman.

111F General Chemistry I. An introductory study of fundamental concepts and principles of chemistry with selected applications. The laboratory emphasizes quantitative measurement and analysis. Three hours of class and three hours of laboratory. Kinnel.

112S General Chemistry II. A further study of fundamental principles and applications. The laboratory includes an introduction to inorganic qualitative analysis. Three hours of class and three hours of laboratory. Prerequisite, 111. Brewer.

141F Inorganic Chemistry. The systematic chemistry of elements other than carbon. The periodic nature of chemical and physical properties of selected main group and transition group elements. Laboratory includes synthesis, characterization, and analysis of inorganic compounds. Three hours of class and three hours of laboratory. Prerequisite, 111 or equivalent. Cratty.

142S Analytical Chemistry. A study of fundamental concepts and principles of chemistry, with emphasis on their application in classical quantitative analysis. Three hours of class and three hours of laboratory. Prerequisite, 111 or 141. Cratty.

223F-224S Organic Chemistry. Study of the reactions of carbon compounds from both a mechanistic and a synthetic point of view. Emphasis on the prediction of a compound's reactivity from its structure. Three hours of class and four hours of laboratory. Prerequisite, 112 or 142. 224 may not be taken as a separate course. Wasserman.

333F Classical Physical Chemistry. A model-building approach based on classical physics to the fundamentals of chemical behavior. The development of thermodynamics, reaction kinetics, and collision theory, and their applications to molecular structure and reaction dynamics. Prerequisite, 224, Mathematics 114, and Physics 101-102 or 192 (may be taken concurrently). (Same as Biochemistry/Molecular Biology 333.) Elgren.

334S Quantum Chemistry. The development of elementary quantum theory, its application to atomic and molecular structure, and its consequences for reacting systems. Applications include spectroscopy, statistical thermodynamics, and reaction dynamics. Prerequisite, 333 or consent of instructor. Raiche.

[337F] Advanced Organic Chemistry I. Further work in spectroscopy, with emphasis on nuclear magnetic resonance, mass spectrometry, and ultraviolet spectrometry; structure proof of organic molecules with examples chosen from natural products chemistry. Prerequisite, 224.

[340S] Advanced Organic Chemistry II. Study of the techniques and theoretical framework used to investigate mechanisms of organic chemical reactions. Topics include molecular orbital theory and orbital symmetry, thermochemistry, kinetics, and linear free energy relationships. Prerequisite, 224 and 333.

351F-352S Laboratory Techniques. Development of laboratory skills in all areas of chemistry through structured laboratory exercises. Use of instrumental techniques, approaches to synthesis, handling of air- and water-sensitive compounds, introduction to modern analytical methods with an emphasis on physical measurements. (351 is writing-intensive.) Six hours of laboratory and one hour of class. Prerequisite, 224; 333-334 should be taken concurrently. 352 may not be taken as a separate course. Maximum enrollment, 20. The Department.

[423F] Advanced Inorganic Chemistry I. Study of organometallic chemistry, bioinorganic chemistry, and the chemistry of inorganic polymers. Emphasis on the mechanisms of inorganic reactions. Prerequisite, 334.

436S Biophysical Chemistry. A study of physical chemical forces and interactions that determine structures, functions and behavior of proteins and other macromolecules. Discussion of spectroscopic and other physical techniques employed in studying macromolecular structures and properties. Prerequisite, 333. (Same as Biochemistry/Molecular Biology 436.) Elgren.

448S Contemporary Physical Chemistry. A sampling of the current ideas, techniques, and applications of physical chemistry. Topics include molecular beam, laser, and ultrafast techniques applied to reaction dynamics; advanced models of chemical kinetics and energy transfer; and applications to environmentally important atmospheric and combustion studies. Readings from the primary scientific literature. Prerequisite, 334. Raiche.

551F-552S Senior Project. An intensive library and laboratory research project culminating in a thesis. Attendance at weekly departmental seminars is required. Candidates for honors should elect both 551 and 552. Prerequisite, 352. The Department.

Chinese

See East Asian Languages and Literature.

Classics

Faculty
Barbara K. Gold, *Chair (Fall)*
Shelley P. Haley, *Chair (Spring)*
Carl A. Rubino (S)

Special Appointment
Maura K. Lafferty

Classics is the study of the languages and civilizations of ancient Greece and Rome, as well as of related civilizations, both ancient and modern. The Department offers courses in ancient Greek and Latin and also in Classical Studies, where no knowledge of Latin or Greek is required. Students wishing to concentrate or minor in Classics may take one of two directions.

A concentration in *Classical Languages* emphasizes work in Latin and Greek as keys to understanding the ancient world. It requires a minimum of four courses, at least two of which must be beyond the 200 level, in one of the two languages, and a minimum of three courses, at least one of which must be at or beyond the 200 level, in the other. Also required are a minimum of two courses in Classical Studies. Because the language concentration requires substantial accomplishment in both Greek and Latin, prospective concentrators entering the College with no knowledge of those languages should make an immediate start with the prerequisite 100- and 200-level courses.

A concentration in *Classical Studies* offers a study of ancient Greece and Rome with less emphasis on the languages. It requires a minimum of six courses in Classical Studies, at least four of which must be beyond the 100 level and two beyond the 200 level, as well as at least one course beyond the 200 level in either Latin or Greek. Students are strongly encouraged to substitute an appropriate course from another department for one of the required Classical Studies courses; such substitutions currently include Art 261, Philosophy 201, and Religious Studies 327.

Hamilton College is a member of the Intercollegiate Center for Classical Studies in Rome (Centro) and of the American School of Classical Studies in Athens, and many Hamilton students have also attended the College Year in Athens. Concentrators and other students trained in Latin or Greek are encouraged to spend one or two semesters of their junior year on one of these programs in Greece or Rome. For further information, consult with the Department.

Students who have earned a B+ (88) average in the concentration may receive honors by doing distinguished work in the Senior Program, which is required of all concentrators. A description of the program may be obtained from any member of the Classics faculty or by inquiring at the departmental office, Couper 104.

A minor in *Classical Languages* requires at least two courses beyond the 200 level in Latin or Greek, as well as two courses in Classical Studies, one of which must be beyond the 100 level. Because the language minor requires advanced work in either Latin or Greek, interested students entering the College without either of those languages should make an early start with the prerequisite 100- and 200-level courses.

A minor in *Classical Studies* requires a minimum of five Classical Studies courses, three of which must be at or beyond the 200 level, with at least one at the 300 level. One of the courses in Art, Philosophy, and Religious Studies listed above may be used to satisfy this requirement.

Students interested in an even broader study of the ancient Mediterranean world may wish to investigate the interdisciplinary program in Ancient Mediterranean Civilization, which includes but goes beyond the civilizations of ancient Greece and Rome.

Greek

110F Elementary Greek. Thorough grounding in grammatical forms, syntax, and vocabulary, along with discussion of Greek culture. Written and oral exercises. Elementary readings in the original language from classical authors and the New Testament. Meets four times a week. Both 110 and 120 must be completed in order to earn credit. Haley.

120S Elementary Greek. Further study of grammar, syntax, and vocabulary, along with discussion of Greek culture. Substantial translation of original selections from classical authors and the New Testament. Prerequisite, 110 or equivalent. Lafferty.

[210F] Greek Prose and Poetry. Selections from classical authors (such as Herodotus, Plato, Xenophon, Lucian, and Homer) and the New Testament. Systematic review of grammar. Prerequisite, 120 or equivalent. Not open to students who have taken 220. (Next offered 1994-95.)

220F New Testament and Hellenistic Greek. Readings from the New Testament and other Hellenistic texts in the original Greek. Discussion of cultural background and exegetical method. Prerequisite, 120 or equivalent. Not open to students who have taken 210. (Same as Religious Studies 220.) Humphries-Brooks.

340S Homer. Reading in the *Iliad* or *Odyssey.* Introduction to Homer's literary art. Political, social, and intellectual background of archaic Greece. Prerequisite, 210, 220, or equivalent. Haley.

[350S] Greek Historians. Selections from Herodotus, *The Persian War,* and Thucydides, *The Peloponnesian War.* Introduction to the origins and development of Greek historical writing. Study of major themes, historiographical principles, and styles. Prerequisite, 210, 220, or equivalent. (Offered every third year; next offered 1994-95.)

[360S] Greek Drama. Selected plays read in Greek and in translation. Studies of the origins of Greek drama, both tragedy and comedy. Problems of staging, structure, and themes. Prerequisite, 210, 220, or equivalent. (Offered every third year; next offered 1995-96.)

390F Greek Reading. Readings from writers in various genres. Authors read for 1993-94: Hellenistic. Prerequisite, 210, 220, or equivalent. Humphries-Brooks.

550S Senior Program. Topics to be arranged. Open to senior concentrators, and others by consent of instructor. The Department.

Latin

110F Elementary Latin. Thorough grounding in grammatical forms, syntax, and vocabulary, along with discussion of Roman culture. Written and oral exercises. Elementary readings in the original language. Meets four times a week. Both 110 and 120 must be completed in order to earn credit. Haley.

120S Elementary Latin. Further study of grammar, syntax, and vocabulary. Substantial translation from Roman authors. Prerequisite, 110 or equivalent. The Department.

210F Latin Prose and Poetry. An introduction to Latin prose and poetry, with readings from the works of major Roman authors such as Cicero, Caesar, Sallust, Plautus, Catullus, Virgil, and Ovid. Special attention to grammar review and to translation from Latin to English. Prerequisite, 120 or equivalent. Gold.

340S Virgil. Readings from the *Aeneid*, *Eclogues*, and *Georgics*. Emphasis on Virgil's poetic art in its social and cultural context. Prerequisite, 210 or equivalent. Gold.

[350S] Roman Historians. Caesar, Sallust, Livy, or Tacitus. Emphasis on historical outlook and literary merit. Study of the historians' use of sources, narrative techniques, style, and reliability. Prerequisite, 210 or equivalent. (Offered every third year; next offered 1994-95.)

[360S] Lyric and Elegy. Readings from Catullus, Horace, Tibullus, Propertius, and Ovid. Emphasis on love poetry and its place in Augustan Rome. Prerequisite, 210 or equivalent. (Offered every third year; next offered 1995-96.)

390F Latin Reading. Readings from writers in various genres. Authors read: to be arranged. Prerequisite, 210 or equivalent. Gold.

550S Senior Program. Topics to be arranged. Open to senior concentrators, and others by consent of instructor. The Department.

Classical Studies

[110S] The Civilization of Greece and the Near East. An introduction to the legacy of the ancient Mediterranean world through the study of its history and literature, with some attention to philosophy as well. Stress on basic skills in the study of history. (Same as History 110.) (Next offered 1994-95.) Maximum enrollment, 40.

120F Roman Civilization. An introduction to the history and culture of ancient Rome. Stress on social history and basic skills in the study of history. (Same as History 120.) Maximum enrollment, 40. Haley.

240F Classical Mythology. An introduction to ancient mythology through readings in translation from *Gilgamesh,* Egyptian mythology, Homer, Hesiod, Greek tragedy, Herodotus, Livy, Ovid, and contemporary mythmakers. Origins, creation myths, divinities and heroes, and mystery religions. Focuses in 1993-94 on mythological accounts of rape and seduction. (Same as Religious Studies 240.) Maximum enrollment, 75. Gold.

[250S] Heroism Ancient and Modern. Readings from such ancient and modern works as Homer's *Iliad* and *Odyssey,* Virgil's *Aeneid*, Voltaire's *Candide*, and Stendahl's *Scarlet and Black*; and study of such film versions of heroic myth as *Shane*, *The Maltese Falcon*, and *Blade Runner.* (Same as Comparative Literature 250.) Maximum enrollment, 75.

[260S] Ethics and Politics in Ancient Greece and Rome. A study of Greek and Roman attitudes toward the question of private and public behavior, concentrating on such topics as the meaning of success, the use of power, the function of language in political life, the relationship between the individual and the state, and the role of the state in regulating behavior. Contemporary applications made. Readings from Thucydides, Plato, Aristotle, Cicero, Sallust, and Tacitus. (Same as Government 260 and Philosophy 260.) Maximum enrollment, 45.

340S Women in Antiquity. An examination of women's roles in the ancient world through various sources: history, archaeology, law, literature, and art. Covers the period from early Greece through classical Greece and down to Rome, and traces the shifts in attitudes during these periods. (Writing-intensive.) (Same as Women's Studies 340.) Maximum enrollment, 20. Lafferty.

390S Topics in Ancient Civilization. Topic for 1993-94: Ancient Comedy. Readings of Greek and Roman comedies in English translation: Aristophanes, Plautus, Terence, Lucian, Apuleius, mime. Small group discussions of why and for whom comedy is funny, comedic perspective, theories of humor, roles of women and slaves in comedy, cultural values, themes and plots, history of comedy, staging and theatrical technique. Public performace of a play by Plautus (in English translation) by all members of the class, who will be actors, producers, directors, costumers, stagehands, etc. Maximum enrollment, 40. Gold.

[417S] Seminar in Christianity and Classical Culture. A study of Christianity and its surrounding culture betweeen 100 and 400 C.E., including the relationships among Christianity and Judaism, the Greco-Roman philosophers, the governmental authorities, and other Greco-Roman religions. Readings from both Christian and non-Christian authors. Prerequisite, two courses in Ancient Mediterranean Civilization or related fields (e.g., Art, Classics, History, Philosophy, Religious Studies), or consent of instructor. (Same as History 417 and Religious Studies 417.) (Offered every third year; next offered 1994-95.) Maximum enrollment, 12.

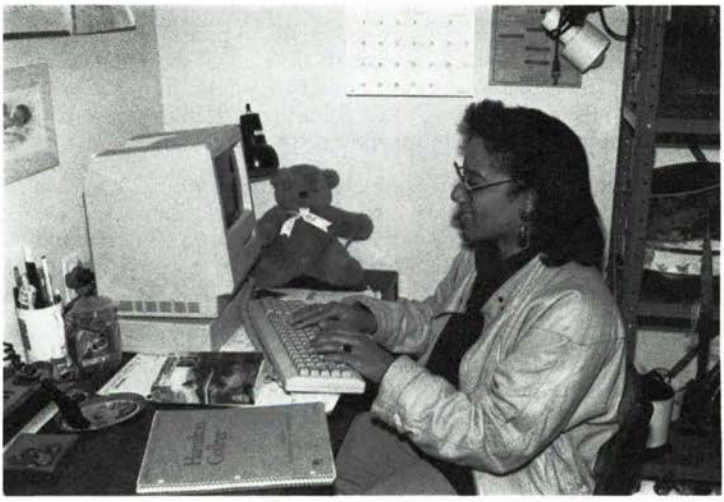
550S Senior Program. Topics to be arranged. Open to senior concentrators, and others by consent of instructor. The Department.

College Courses

College Courses are essentially interdisciplinary or substantially outside the continuing curriculum of any department or program. Instructors are normally regular members of the Faculty. The courses are worth one course credit and count toward graduation requirements, although it should not be assumed that a particular course will be a part of the continuing College curriculum.

College 100F The Unity of Knowledge. For entering students with an abiding interest in the intellectual life. Discussion of material from the arts, the historical and social sciences, the humanities, and mathematics and the natural sciences. Emphasis on the ways in which those "divisions of learning" might be connected. Questions of cultural diversity and ethics also considered. (Writing-intensive.) Open to first-year students only. Maximum enrollment, 22. Rubino.

College 300S The Art of the Cinema. Classic foreign and American films from the silent days to the present for viewing and analysis. Discussion of historical, aesthetic, and theoretical questions. Primary focus on how films communicate visually. Three hours of class and screenings of two films a week. Open to juniors and seniors only. Maximum enrollment, 40. Briggs.



Comparative Literature

Faculty
Victoria V. Vernon, *Chair*
James J. Lu
Nancy S. Rabinowitz (FS)
Peter J. Rabinowitz (FS)
Carol Rupprecht

A concentration in Comparative Literature consists of nine courses, including five designated as Comparative Literature, two in a national literature in the original language (e.g., American, Russian, Greek), and two in either a second national literature in the original language or in Linguistics. Students pursuing the Linguistics option must complete study in a foreign language to the 140 level or equivalent. All concentrators are required to take 211 or 212, and 297, and all senior concentrators will take part in a Senior Program in which 500 (Senior Seminar) is required and 550 (Senior Project) is recommended. A complete description of the Senior Program is available in Root 106. Only one 100-level course may be counted toward the concentration. A student may count selected courses from other departments toward the concentration, subject to the restriction on 100-level courses. Please consult the departmental faculty. It is to the student's advantage to begin foreign language study early; those planning graduate work in literature are urged to take two additional courses in a national literature and to study two foreign languages.

Honors in Comparative Literature will be awarded on the basis of the cumulative record of 90 or above in all courses counting toward the major, as well as distinguished performance in 550.

A minor consists of five courses, including either 211, 212, or 297; two other courses designated as Comparative Literature; and two other courses in Comparative, English, or foreign literature, or Linguistics. Only two 100-level courses may be counted toward the minor.

[125F] Tragedy. The development of tragic drama from classical times to the present. Works by Aeschylus, Sophocles, Euripides, Shakespeare, Racine, Ibsen, Pirandello, and O'Neill. Selected readings in the theory of tragedy. (Writing-intensive.) (Offered in alternate years.) Maximum enrollment, 20.

141F Studies in Short Fiction. A comparative study of the uses of short fiction, including satire, tale, prose poem, short story, and novella. Readings include works by Akutagawa, Baudelaire, Borges, García Márquez, Poe, Swift, Tanizaki, and Voltaire. (Writing-intensive.) Maximum enrollment, 20. Vernon.

[142F] Twentieth Century Fiction. Organized chronologically for the most part, and involving such issues as sexuality, colonialism, and racism. Readings drawn from high art, not popular culture, including such authors as James, Kafka, Puig, Woolf, Duras, and Valenzuela. (Writing-intensive.) Maximum enrollment, 20.

[151S] Dreams and Literature. Exploration of literary texts presented as dreams (e.g., Chaucer's "Book of the Duchess") and of the representation of dreams within literary texts (e.g., Bao-Yu's dream in *Dream of the Red Chamber* or *The Story of the Stone*). Attention to the way meaning is constructed, or complicated, when reality, fiction, and dream intersect. Literature includes the Sumerian poem *Inanna*, the Babylonian *Gilgamesh*, and selections from the Bible, Dante, *The Romance of the Rose*, Shakespeare, Cao Xueqin, *Wuthering Heights*, and *Crime and Punishment*. Some additional readings in ancient, medieval, Renaissance and modern theories about dreaming. (Writing-intensive.) Maximum enrollment, 20.

[152F] Literature and Ethics. Study of literature as a vehicle for moral and political concerns and of the ways that literature shapes its readers. Special emphasis on popular literature, feminist and Marxist criticism, and the problems raised by censorship and pornography. Selected novels, plays, and criticism by such writers as Plato, Ibsen,

Dostoyevski, Tolstoy, Hemingway, Wright, Fleming, Spillane, Piercy, and others. (Writing-intensive.) Maximum enrollment, 20.

155S Sexuality, Literature, and Censorship. A study of the relationship among these three, with an exploration of the historical, socio-economic, and literary conditions causing outcries against, as well as the resuscitation of, works by such Asian writers as Xiao Xiao-sheng, Cao Xueqin, and Ibara Saikaku, and by Western writers including Walt Whitman, Kate Chopin, Thomas Hardy, and D.H. Lawrence. (Writing-intensive.) Maximum enrollment, 20. Lu.

[158S] Music and Literature. Explorations of the interconnections between music and literature, including examination of hybrid works that cross the boundaries between the two arts (such as fiction about music and musical settings of literary texts) and study of the overlap between musical and literary structures. Emphasis on music of the Western classical tradition. Works include operas, symphonic poems, songs, literary works, and criticism by such composers and writers as Mozart, Tchaikovsky, Strauss, Berg, Tolstoy, Wilde, Cain, Proust, Cather, Burgess, Clément, and McClary. Maximum enrollment, 40. (Offered in alternate years.)

[162F] Comic Fiction. Development of comic prose forms since the eighteenth century. Includes works from Swift and Voltaire to Vonnegut and Robbins, as well as examination of critical materials on humor and comedy. Serves as an introduction to the study of literature through a genre. (Writing-intensive.) Maximum enrollment, 20.

171F Asian/Asian-American Literature. Study of Asian/Asian-American literature (poetry, drama, film, and fiction). Emphasis on ways in which Asian American writers reach back to sources in Asian fairy tales, myths, and legends, as well as the ways each of the selected texts has emerged from and cut across the political, social, economic, and historical constraints that form part of the author's own experience. Readings include selections from *The Legend of Yue Fei*, "The Ballad of Mulan," *The Tale of Three Kingdoms, Journey to the West,* and works by Bulosan, Yamauchi, Kingston, Tan, Elaine H. Kim, and Frank Chin. Lu.

211S Introduction to World Literature I. Comparative study of representative texts in world literature from ancient times to the seventeenth century. Selections from sacred texts, the Bible and the Koran; verse narratives, the Sumerian *Inanna*, Virgil's *Aeneid* and Dante's *Divine Comedy*; prose narratives, Afro-Arab *Romance of Antar* and Greek romance; essays by Pico, Montaigne; ancient, medieval, and Renaissance lyric poetry; dream texts, Shakespeare's *A Midsummer Night's Dream*, Calderon de la Barca's *Life is a Dream*, Cao Xueqin's *The Dream of the Red Chamber (Story of the Stone)*. (Writing-intensive.) Maximum enrollment, 20. Rupprecht.

212F Introduction to World Literature II. Study of representative texts in world literature, beginning with the eighteenth century and including essays, poetry, novels, and short fiction by such authors as Akutagawa, Borges, Camus, Chen, Dostoyevski, Flaubert, Habiby, Kafka, Kanai, Mann, Pirandello, Swift, and Voltaire. (Writing-intensive.) May be taken without 211. Maximum enrollment, 20. Lu.

[216S] Modern Japanese Literature. Study of modern poetry and fiction with special attention to their relationship to the Japanese literary tradition. Readings include works by Soseki, Yosano, Kawabata, Tanizaki, Enchi, Ebuse, Mishima, and Kaiko. (Offered in alternate years.)

220S Special Topics in the Spanish and Spanish American World. Topic for 1993-94: Transcontinental Spanish Cinematic Voices. Special discussion sessions in English. Prerequisite, consent of instructor. (Same as Spanish 220.) Lawless and Vernon.

[223F] Literature of Imperialism. Study of nineteenth and twentieth century works that describe the great Western attempt to dominate world culture. Readings include works by Conrad, Kipling, Flaubert, Forster, Camus, Endo, and Gordimer. (Writing-intensive.) (Offered in alternate years.) Maximum enrollment, 20.

224S Modern Japanese and Chinese Women Writers. Comparative study of poetry and fiction by twentieth century women writers in Japan and China. Special focus on differences in the way the woman writer defines the role of women in Japan and China, using Hong Kingston as a cultural bridge. Readings include works by Chen, Chiang, Enchi, Hayashi, and Kurahashi, as well as poetry by such early feminist poets as Yosano and Ch'iu Chin. (Writing-intensive.) (Offered in alternate years.) Maximum enrollment, 20. Vernon.

227F Introduction to African-American Literature. For full description, see English 227. Prerequisite, English 150 or consent of instructor. Open to sophomores, juniors, and seniors only. Maximum enrollment, 40. Odamtten.

240S Intoxication and Poetry. An East-West comparative exploration of the relationship between intoxication and poetic inspiration, with attention to how wine and drug play a role in the composition of poetry. Readings include works by Ruan Ji, Tao Chian, Li Bai, Coleridge, Byron, Shelley, Poe, and Baudelaire, and excerpts from *Wine of Endless Life* and *The Tale of Genji.* Commentaries on the relationship between drinking and creative inspiration by both Eastern and Western poets and critics. Maximum enrollment, 40. Lu.

[245S] Modern Drama and Theatre. Exploration of the literary and theatrical dimensions of plays by major nineteenth and twentieth century dramatists. Readings include works by Büchner, Ibsen, Strindberg, Chekhov, Brecht, Beckett, and others. (Writing-intensive.) Prerequisite, one course in literature or theatre, or consent of instructor. (Same as Theatre 245.) (Offered in alternate years.) Maximum enrollment, 20.

[250S] Heroism Ancient and Modern. For full description, see Classical Studies 250.

[251F] Women Writers of the Middle Ages and the Renaissance. Intensive study of four representative "feminist" writers of the medieval and Renaissance periods: Hildegard of Bingen, Christine de Pizan, Louise Labé, and Vittoria Colonna. Emphasis on literary texts—prose, poetry, drama—but mystical, philosophical, and political writings also included. Attention to historical and cultural contexts of women's lives. (Writing-intensive.) (Same as Women's Studies 251.) Maximum enrollment, 20.

[258S] Opera. Study of literary and musical dimensions of operas by major composers from Mozart to the present. Emphasis on the transformation of independent texts into librettos and the effects of music as it reflects language and dramatic action. Includes such works as *The Marriage of Figaro*, *Eugene Onegin*, and *Wozzeck*. Prerequisite, two courses in literature, or two in music, or one in each field, or consent of instructors. (Same as Music 258.)

260S Survey of Caribbean and Latin American Literature in Translation. For full description see, Africana Studies 260. Prerequisite, Africana Studies 101 or consent of instructor. Open to sophomores, juniors, and seniors only. Maximum enrollment, 40. J. Dorsey.

[271S] European Literature: Nineteenth Century Novel. An intensive questioning of the European novel in the nineteenth century, with particular attention to literary movements, social concerns, and developing notions of class and gender. Readings from Austen, Stendhal, Sand, Flaubert, Eliot, and Dostoyevski. (Offered in alternate years.)

297S Introduction to Literary Theory. Exploration of the kinds of questions that can be asked about literary texts in themselves, and in relation to the cultural and historical contexts in which they are written and read. Readings include drama, poetry, fiction, and theoretical essays, with special attention to New Criticism, structuralism, audience-oriented criticism, Marxism, and feminism. Prerequisite, two courses in literature. Open to sophomores, juniors, and seniors only. (Same as English 297.) Vernon.

303F The Fiction of the Future. An examination of social, literary, and critical texts attempting to construct models of the future and to question the possibility and/or potentialities of such models. Readings include science fiction, post-modern,

and post-apocalyptic works by such authors as Abe, Calvino, Grass, and Le Guin. Emphasis on changing interpretive and constructional literary strategies that seek to refigure the human consciousness of the cosmos. (Writing-intensive.) Prerequisite, two courses in literature. (Offered in alternate years.) Maximum enrollment, 20. Vernon.

[305S] Philosophy and Literature. For full description see, Philosophy 305.

[322S] The Literature of Confession. Consideration of attempts at "self-revelation" by writers such as St. Augustine, Dante, Benvenuto Cellini, Rousseau, Georges Sand, St. Theresa of Lisieux, Colette, Michelle Leiris, and Maya Angelou. Prerequisite, two courses in literature. (Offered every third year; next offered 1995-96.)

[323F] Theme and Variation: A Family Affair. A study of the ways in which different periods have manipulated the themes of familial sex and violence in Greek myth: the Trojan War, Oedipus, and Hippolytos. Readings from critical theory as well as works by such writers as Aeschylus, Sophocles, Euripides, Seneca, Racine, Anouilh, O'Neill, Giraudoux, H.D., and Christa Wolf. Prerequisite, two courses in literature, or consent of instructor. (Offered in alternate years.)

329F Studies in Contemporary African Literature. For full description, see English 329. Prerequisite, 211 or 212, or English 200. Open to sophomores, juniors, and seniors only. Maximum enrollment, 40. Odamtten.

[339F] Studies in Africana Literary Movements. For full description, see English 339. (Offered in alternate years.)

[340F] Topics in Genre Studies: Detective Story, Tradition and Experiment. Survey of a broad range of works, both "popular" and "serious," showing the continual renewal of the genre through the manipulation of conventional elements to produce new effects and to argue a variety of positions. Includes readings from Sophocles, Dostoyevski, Christie, Faulkner, Hammett, Chandler, Nabokov, Robbe-Grillet, Borges, Butor, Stoppard, Cortázar, and others. Prerequisite, two courses in literature. (Offered in alternate years.)

[345F] Adoration and Theft: A Study of Literary Borrowing. An exploration of some of the ways in which literary works are nourished by their interconnections with other works of art, from the sharing of formulaic patterns (as in detective stories) through parody, updatings, and rewritings of various kinds up to outright plagiarism. Includes novels, plays, films, and operas by such artists as Sophocles, Shakespeare, Pushkin, Tchaikovsky, Twain, Brecht and Weill, Chandler, Hawks, Stoppard, and others. Prerequisite, two courses in literature, or consent of instructor. (Offered in alternate years.)

[370F] Seminar on the Social and Literary Constructions of Women's Sexuality. Exploration of the roles of social structure and ideology in the definition of women's sexuality, including a survey of women's sexuality in historical, literary, and cross-cultural perspectives. Special attention to the intersection of sexuality, race, and class. Topics include sexual coercion, prostitution, pornography, sexual orientation, and the organization of women's health care. Prerequisite, two of the following: Sociology 101, Women's Studies 101, or one course in literature; or consent of instructor. (Same as Sociology 370 and Women's Studies 370.) (Offered in alternate years.) Maximum enrollment, 15.

371S Dante: *The Divine Comedy*. Reading of the *Inferno*, *Purgatorio*, and *Paradiso* in the context of classical and Biblical influences and Dante's own early poetry and prose. Special attention to Virgil's *Aeneid*. Supplementary readings in medieval commentaries and twentieth century Dante criticism as well as texts such as Imamu Amiri Baraka's *The System of Dante's Hell*. Prerequisite, two courses in literature. Rupprecht.

372S The Novel and Narrative Theory. Comparative study of some representative novels in world literature and of narrative theories. Special attention to the novel as a multicultural phenomenon; the function of poetry in novelistic narrative; and the relationships among writer, reader, the text, and the world. Literary texts drawn from

the following: *Don Quixote, Dream of the Red Chamber, Brothers Karamazov, The Portrait of the Artist as a Young Man, Magic Mountain, Pale Fire,* and *Petals of Blood*. Criticism by Ian Watt, M. Bakhtin, Gerard Genette, M.H. Abrams, Edward Said, E.D. Hirsch, Stanley Fish, Lu Xun, Andrew Plaks, and Charles Larson. Prerequisite, two courses in literature, or consent of instructor. Lu.

[390S] Topics in Feminist Critical Theory. A study of conflicting theories of the relation of women to language, dealing with such questions as women's silence (real or ascribed), the importance of the sex of the author, and the relation of the reader to the text. Particular emphasis on French/American critical debate on the status of "woman." Readings from such writers as Cixous, G. Eliot, Euripides, Fetterley, Irigaray, Kolodny, Lacan, Wolf, and Woolf. Prerequisite, two courses in literature, or consent of instructor. (Same as Women's Studies 390.)

[391S] Practical Feminist Criticism: Across Gender/Sex/Race. Practical criticism of the novel, focusing on the impact of sexuality, gender, and race as writer and reader construct the text. Emphasis on social construction in the historical formation of sexuality as it intersects with gender and race. Topics for discussion may include cross dressing, gender crossing, and identity politics. Particular attention to the question of the extent to which a text may be said to exhibit a sexuality. Texts by such authors as Moraga, Lorde, Forster, Cather, Baldwin, and Bartlett. Prerequisite, two courses in literature, or consent of instructor. (Same as Women's Studies 391.) (Offered in alternate years.)

430S Seminar: Contemporary African-American Literature. For full description, see English 430. Prerequisite, 211 or 212, or English 200. Open to juniors and seniors only. Maximum enrollment, 12. Odamtten.

450S Seminar: Criticism. For full description, see English 450. Prerequisite, English 150 or 200. Open to seniors, and to others with consent of instructor. Maximum enrollment, 12. Marki.

475F Shakespeare Around the Globe: Traditions and Experiments. Comparative approach to the study of Shakespeare. Readings in comedy, tragedy, history, and romance. Attention to Greek, Latin, Italian, and English sources, as well as to the history and culture of early Modern Europe and to contemporary critical perspectives. Special sessions on Shakespeare in Japan and on translations and adaptations of Shakespeare worldwide. Some work with performance theory and practice. Prerequisite, two courses in literature. (Same as English 475.) Maximum enrollment, 30. Rupprecht.

500F Senior Seminar. Dreams and Texts: Translation and Interpretation. Exploration of the literary topos, "reading yourself to sleep." Comparative study of reading and dreaming centered on questions of language, memory, and meaning. Readings in translation theory such as George Steiner's *After Babel* and in oneiric theory such as Freud's *The Interpretation of Dreams*, as well as in selected literary texts in the first half; supervised individual or small group projects in the second half. Maximum enrollment, 24. Rupprecht.

550S Senior Project. A project resulting in a thesis and supervised by a member of the Department. Open to all senior concentrators; required of candidates for departmental honors. The Department.

Computer Science

See Mathematics and Computer Science.

Creative Writing

See English.

Critical Languages

Mary Beth Barth, *Program Director*

Under the self-instructional Critical Languages Program, students work independently with written and recorded material, and meet three times a week in small groups with a native speaker of the target language. Twice each term the student's progress and achievement are evaluated by an external examiner. With two exceptions, the languages are offered for a two-year sequence, and the emphasis is on oral proficiency. Languages offered for each year are determined by student interest; the availability of qualified native speakers, examiners, and suitable material; and sometimes curricular needs. Because students are expected to do a great deal of independent work, they must be highly motivated and self-directed.

For the academic year 1993-94, the following introductory courses are offered:

115F-116S First Year Arabic

215F-216S Second Year Arabic

113F-114S First Year Portuguese

213F-214S Second Year Portuguese

105F-106S First Year Modern Greek

205F-206S Second Year Modern Greek

107F-108S First Year Modern Hebrew

110F-120S First Year Italian

130F-140S Second Year Italian

117F-118S First Year Polish

121F-122S First Year Swahili

221F-222S Second Year Swahili

123F-124S First Year Swedish

223F-224S Second Year Swedish

Dance

See Theatre and Dance.

East Asian Languages and Literature

Faculty
De Bao Xu
Hong Gang Jin

Special Appointment
Chikako Ikeguchi

The East Asian Languages and Literature Program offers courses in both the Chinese and Japanese languages and cultures, building from the introductory to the advanced level. The program focuses on language acquisition and proficiency, and introduces students to aspects of the contemporary culture of both countries, especially as they are expressed through language. The study of the Chinese or Japanese language also provides an important complement to the Asian Studies Program, and students are encouraged to strengthen their understanding of cross-cultural issues by integrating their language studies with courses offered within Asian Studies.

Students interested in beginning or continuing study of Chinese should consult with Professor Hong Gang Jin.

Instruction in Japanese is offered in conjunction with Colgate University. First-year study of the language takes place on the Hamilton campus. Study in subsequent years takes place on the Colgate campus (transportation provided).

Students of Japanese at Hamilton are eligible for Colgate's Japan Study Group, which goes to Kyoto, Japan, every spring term. The study group provides student residence with Japanese families, intensive language training, and instruction by Japanese and Western experts and people of practical experience in Japanese politics, economics, business, religion, art, and literature. Field trips to historically important sites in and around Kyoto and Tokyo, as well as a month-long stay outside the Kyoto area are regular parts of the program. Emphasis in all phases of the Study Group is on acquiring experience and knowledge of Japanese culture. Prerequisite, three terms of Japanese and a course on the history, politics, or culture of Japan, and permission of the Study Group Director.

Students interested in beginning or continuing study of Japanese should consult with Professor Jin.

Chinese

110F First Term Chinese. An introduction to spoken and written modern Chinese through conversational drills, comprehension, reading, and writing practice in classwork and homework. Four hours of class, with additional tutorial and laboratory work. Jin.

120S Second Term Chinese. Continued work in speaking, listening, and reading. Emphasis on patterns that facilitate speaking and reading. Four hours of class, with additional tutorial and laboratory work. Prerequisite, 110. Xu.

130F Third Term Chinese. Comprehensive review of grammar and development of language skills through communicative teaching. Four hours of class, with additional tutorial and laboratory work. Prerequisite, 120 or consent of instructor. Xu.

140S Fourth Term Chinese. Continuation of third term Chinese. Development of spoken and written skills as well as familiarity with current Chinese culture. Class discussions in Chinese. Four hours of class, with additional laboratory work. Prerequisite, 130 or consent of instructor. Xu.

[150F] Introduction to Chinese Culture, Society, and Language. A survey of both traditional and modern Chinese cultural values through the examination of geographical conditions, historical background, literary and artistic expressions, popular customs, and language. Taught in English.

200F Advanced Chinese I. Designed for students who wish to use the Chinese language beyond everyday conversation level. Concentrates on subtleties of Chinese

grammar and builds a vocabulary through extensive use of short texts. Includes expository writing. Taught primarily in Chinese. Four hours of class, with additional tutorial and laboratory work. Prerequisite, 140 or consent of instructor. Xu.

[201S] Selected Readings in Post-Cultural Revolution Literature in Translation. Study and analysis of selected literary works from various schools of post-Cultural Revolution writers, including poetry, prose, short stories, and novels from 1978 to the present. Lectures, discussions, outside readings, and written reports. Taught in English. (Next offered 1994-95.)

202F Chinese Films and Society. A study of modern Chinese society through examining films from 1930 to the present. Major themes include the role of family and kinship, the status of intellectuals, the dynamics of the Chinese urban-rural relationship, issues concerning women and children, problems of daily life, and other aspects of Chinese culture. Taught in English. Jin.

220S Advanced Chinese II. Continuation of Advanced Chinese I, with emphasis on helping students make the transition from the textbook Chinese to an advanced level of competence adequate for reading periodicals and other contemporary literature. Includes expository writing. Three hours of class, with additional tutorial and laboratory work. Prerequisite, 200 or consent of instructor. The Program.

300F Advanced Chinese III. Continuation of 220, with emphasis on rapid reading, vocabulary acquisition, and formal essay writing. Lectures, discussions, and written reports. Taught in Chinese. Prerequisite, 220 or consent of instructor. Jin.

320S Advanced Chinese IV. Continuation of 300, with emphasis on oral fluency and self-expression in speech and writing. Lectures, discussions, and written reports. Taught in Chinese. Prerequisite, 300 or consent of instructor. Xu.

550S Honors Project. Independent study programs consisting of the separate preparation and oral defense of a paper, for students who qualify as candidates for program honors. Only students having an average of at least 88 in courses counting toward the foreign languages concentration at the end of the first semester of the senior year may qualify. Xu.

Japanese

121F-122S Elementary Japanese. Introduction to basic structures and vocabulary. Emphasis on oral communication, with practice in reading and writing, using the two syllabaries (*hiragana and katakana*), and about 100 Chinese characters. Credit given for completion of one term. Maximum enrollment, 15. The Program.

201F-202S Intermediate Japanese. Completion of presentation of the basic structures of the language. Continued emphasis on oral communication, with practice in reading simple texts and acquisition of an additional 500 Chinese characters. Prerequisite, 122 or permission of Department. Taught at Colgate University.

301F-302S Advanced Japanese. Increasing emphasis on written Japanese, with acquisition of an additional 500 Chinese characters. In the second term of the sequence, guided practice given in reading unedited modern texts. Prerequisite, 202 or permission of Department. Taught at Colgate University.

401F-402S Readings in Japanese. Reading in literary and non-literary modern texts and mastery of the remaining Chinese characters on the *joyo kanji* list of 1,945 characters. Prerequisite, 302 or permission of Department. Taught at Colgate University.

Economics

Faculty
Elizabeth J. Jensen, *Chair* (F)
Jeffrey L. Pliskin, *Acting Chair,* (Fall)
Erol M. Balkan
James Bradfield (S)
Christophre Georges
Paul A. Hagstrom
Derek C. Jones (F)
Hilke A. Kayser
John Santos
Elizabeth J. Warner

Special Appointment
Sidney Wertimer, Jr.

A concentration in Economics consists of 100, 110, 265, 275, 285, and four elective courses. Concentrators must complete a Senior Project in one of the ways described below. The Senior Project can be used as one of the four elective courses. The four elective courses must include at least one 400-level course; at least one course chosen from among 305, 325, 340, 355, 365, and 375; and no more than one course chosen from among 150, 180, 230, 240, and 251. Concentrators must complete 265, 275, and 285 by the end of the junior year so that they may apply these analytical tools in a 400-level course. Exemption from this timing requirement is granted only in unusual cases. 265, 275, and 285 must be taken at Hamilton. 400, 410, and 430, as well as differential and integral calculus and linear algebra, are recommended for students planning graduate work in economics. For students planning graduate work in business, or working for honors in the concentration, differential and integral calculus is recommended, as well as 400, 410, 430, 560, and selections from the other 400-level courses.

The Senior Project can be satisfied either by a Senior Thesis or by a project in a designated course. The Senior Thesis is a written report of a project containing original work. Theoretical papers, empirical papers, and papers that survey the scholarly literature are equally acceptable. Students writing a thesis must enroll in 560 (Research Seminar). Projects in designated courses require a paper or a series of papers demonstrating a mastery of advanced methods, an understanding of the scholarly literature on a topic, or an understanding of the evolution of important issues in the discipline. A complete description of the Senior Project is available in Kirner-Johnson 217.

Departmental honors will be awarded to selected concentrators who complete 400 and 560, have a grade point average of at least 88 for all courses taken in the Department, and who write an outstanding Senior Thesis. The criteria on which the thesis will be evaluated are stated in a departmental policy paper.

A minor in Economics consists of 100, 110, 275, 285, and one additional course in Economics. If the student's concentration is in Public Policy, Economics 110 and 275 cannot count in both the student's concentration and the minor. These courses will be used to satisfy concentration requirements, and they will be replaced by alternative courses in the minor requirements. These alternative courses will be chosen by the Chair of the Economics Department in consultation with the Director of the Public Policy Program.

100F,S Introduction to Macroeconomics. National income: its measurement and the determination of production and employment levels. The role of the government in the economy, particularly fiscal policy. The money supply, monetary policy, and inflation. Foreign exchange rates. The Department (Fall); Jensen (Spring).

110F,S Introduction to Microeconomics. The price system as a mechanism for determining which goods will be produced and which inputs employed. Profit-maximizing behavior of firms under differing competitive conditions. Pricing of factors of production and income distribution. Taxation, discriminatory pricing, and government regulation. Theory of comparative advantage applied to international trade. Prerequisite, 100. Kayser (Fall); The Department (Spring).

[150] Industrial Relations. An interdisciplinary study of problems emerging from the employer-employee relationship. Union history, structure, and government. Collective bargaining and the role of the government in labor matters. The American labor movement from a comparative perspective. Special attention to contemporary problems.

[180] Introduction to Financial Markets. An elementary presentation of the analytical methods used by economists to study the behavior of prices of financial securities. Empirical and theoretical relationships governing the tradeoffs between risk and return. Efficient market hypothesis, random walks, and the capital asset pricing model. Empirical studies of various stock market investment strategies. Elementary discussion of roles of stocks, bonds, options, and futures contracts in the allocation of capital in an economy.

230F Accounting. An elementary study of how the financial transactions of a business firm are usually classified, analyzed, recorded, and interpreted. Emphasis on the theory and function of accounting, with bookkeeping techniques introduced as a means to this end. Open to sophomores, juniors, and seniors only. Wertimer.

[240] Political Economy of the Middle East. An interdisciplinary study of the relationship between Islamic societies and Western economic systems from early Islam to the present. Open to sophomores, juniors, and seniors only.

251S Introduction to Public Policy. For full description, see Public Policy 251. Prerequisite, 110. Open to juniors and seniors with consent of instructor. Maximum enrollment, 45. Wyckoff.

265F,S Economic Statistics. An introduction to the basic concepts of probability and statistics. Topics include descriptive statistics, probability theory, estimation, hypothesis testing, and introduction to the linear regression model and some of its extensions. Primary emphasis on establishing the basic concepts that underlie statistical inference, and on applications of the linear regression model to economics. Use of computer statistical packages. Laboratory used to review assigned problems and to introduce material on the computer. Three hours of class and 75 minutes of laboratory. No previous experience with computers required. Prerequisite, 110 or consent of instructor. Not open to senior concentrators. Maximum enrollment in each section, 16. Hagstrom (Fall); Kayser (Spring).

275F,S Microeconomic Theory. The theory of consumer behavior. Theories of the firm and market structures, and of resource allocation, pricing, and income distribution. General equilibrium and economic efficiency. Prerequisite, 110. Not open to senior concentrators. Bradfield (Fall); Hagstrom (Spring).

285F,S Macroeconomic Theory. National income accounting; theories of income determination; theories of consumption, investment, and the demand for money; unemployment and inflation; theories of economic growth. Prerequisite, 110. Not open to senior concentrators. Warner (Fall); Jones (Spring).

[305] Workers' Participation in Decision Making and in Economic Returns. An examination of the history, theory, performance, and future prospects for the development of schemes that allow for workers' participation in decision-making and in economic returns. Concentration on producer cooperatives, co-determination, employee stock ownership plans, profit sharing, and similar schemes in Europe, the United States, Japan, and East Europe. Prerequisite, 110. (Offered in alternate years.)

315S Women and Work. An examination of the past, present, and future economic status of women. Topics include the historical evolution of the economic roles of women and men; the gender division of labor within the family and the allocation of time of the husband and wife between the household and the labor market; the interactions between rising female labor force participation and trends in marriage, fertility, and divorce rates; and economic explanations of gender differences in earnings and occupations, including the role of discrimination in observed market outcomes. Prerequisite, 110. Santos.

[325] Comparative Economic Systems. A comparative analysis of market and centrally planned systems, and criteria for evaluation. An examination of market, command, mixed, and market socialist economies. Emphasis on problems of transition in East Europe and the former USSR. (Writing-intensive.) Prerequisite, 110. Maximum enrollment, 20.

331S International Trade Theory and Policy. Theoretical and empirical analyses of the pattern of international trade and international trade policies. Emphasis on theoretical models used by economists to study international trade issues. Topics include the determinants of the pattern of international trade, the gains from trade, tariffs, quotas, voluntary export restraints, subsidies, GATT and international trade negotiations, customs unions, free trade agreements, trade adjustment assistance, and industrial policy. Prerequisite, 110. Not open to students who have taken 333. Pliskin.

[333] International Economics. Analysis of international trade and international monetary economic issues. The determinants of the pattern of international trade, the gains from trade, and the effects of tariffs, quotas, voluntary export restraints, and subsidies. Models of exchange rates and the balance of payments and the implications of these models for fiscal policy, monetary policy, and the reform of the international monetary system. Prerequisite, 110. Not open to students who have taken 331.

340S Economic Development. Analysis of the process of development in Third World countries. Topics include alternative theories of development; growth, poverty, and income distribution; unemployment, urbanization, and migration; agricultural transformation; industrialization and trade; globalization of production; education and women in development; sustainable development. Prerequisite, 110. Balkan.

[346] Monetary Policy. A study of the changing role and impact of monetary policy in the economy. Topics include interest rate determination, portfolio theory, the risk and term structure of interest rates, the money supply process, money demand, and monetary policy. Emphasis on policy application. Prerequisite, 110.

[350] Economics of Poverty and Income Distribution. A study of domestic poverty and of government programs designed to deal with poverty. Topics include the definition and measurement of poverty, the factors associated with becoming poor, and the design, purpose, financing, and individual incentive effects of various state and federal public assistance programs, as well as their effectiveness in reducing the incidence or duration of poverty. Prerequisite, 110.

[355] Political Economy. Examines structural economic issues such as two-tiered development (dualism), technology and productivity, and the role of democracy and participation. Compares and applies neoclassical, institutionalist, and radical theories to current policy questions. Emphasis on analytical approaches that combine different branches of economics, as well as advances in other social sciences. Prerequisite, 110.

361F Urban Economics, Politics, and Public Policy. For full description, see Public Policy 361. Prerequisite, 110. Maximum enrollment, 35. Wyckoff.

[365] Economic Analysis of American History. An examination and explanation of the development of the American economy. Topics include the economics of slavery, the rise of big business, the causes of the Great Depression, and the economics of World War II. Prerequisite, 110.

375F History of Economic Thought. A survey of economic theory and methodology from the early Greeks to the present. Discussion of the ideas of major economic writers such as Smith, Marx, Marshall, and Keynes, with attention paid to historical context as well as relevance to current economic debates. (Writing-intensive.) Prerequisite, 110. Maximum enrollment, 20. Georges.

380S Environmental Economics. Examination of critical issues in environmental and natural resource policy from the perspective of economic theory. Consideration of such immediate issues as curtailing pollution, conserving endangered species and their habitats, and the proper management of natural resources. Broader topics also con-

sidered, such as the attainment of a sustainable economy and our responsibility toward future generations. Prerequisite, 110. Kayser.

400S Introduction to Econometrics. An introduction to econometric methods that are frequently used in applied economic research. Emphasis on interpreting and critically evaluating empirical results and on establishing the statistical foundations of widely used econometric methods. Topics include the classical linear regression model, heteroskedastic and autocorrelated disturbances, stochastic regressors, and an introduction to simultaneous equations models. Prerequisite, 265. Pliskin.

[410] Seminar: Topics in Microeconomics. Advanced treatment of selected topics in microeconomic theory and its application. Major consideration of the impact of uncertainty on decision making. Prerequisite, 265, 275, and Mathematics 113, or consent of instructor. Maximum enrollment, 12.

[416] Mathematical Economics. Presentation of the more important applications of mathematics widely used by economists to analyze questions in both micro- and macroeconomics. Mathematical techniques include calculus, with one and several variables, Lagrangian multipliers, and matrix algebra. Topics include constrained and unconstrained optimization and comparative statics. Intended to enable students to read more easily a wider selection of the scholarly literature. Prerequisite, 275, 285, and Mathematics 114, or consent of instructor.

425F Theory of Financial Markets. Application of microeconomic theory to describe optimal portfolio construction and the equilibrium risk/return tradeoffs exhibited in security markets. Comparison of the capital asset pricing model and the arbitrage pricing model on both theoretical and empirical grounds. Pricing of options and futures contracts. Special topics may include corporate takeovers, insider trading, performance of mutual funds, use of options and futures contracts for hedging, relationship between capital structure and corporate governance, and topics chosen by students. 180 need not be taken prior to this course. Prerequisite, 110 and 265, or equivalent, or consent of instructor. May be used as basis for senior project. Bradfield.

430F Seminar: Topics in Macroeconomics. An excursion into topics of current interest primarily related to stabilization and growth policies. Topics include new Keynesian theories, private savings, the budget deficit, neutrality of money, investment, lingering unemployment, and the productivity slowdown. Prerequisite, 265, 285, and Mathematics 114, or consent of instructor. May be used as basis for senior project. Maximum enrollment, 12. Georges.

[435] Industrial Organization Theory and Applications. Theoretical and empirical analysis of the relationships among market structure, conduct, and performance. Emphasis on oligopoly behavior including pricing, advertising, and research and development strategies. Examination of government regulatory policies and antitrust. Review of empirical work on structure-conduct-performance relationships. Prerequisite, 265 and 275, or consent of instructor. May be used as basis for senior project.

[440] Seminar: Public Economics. Analysis of the role of government in the economy, including the theory of optimal taxation, tax incidence, equity and efficiency, provision of public goods, and the making of government budgetary policy. Prerequisite, 275. May be used as basis for senior project. Maximum enrollment, 12.

491S Applications of Labor Economics. An advanced treatment of selected theoretical and empirical questions concerning labor markets. Prerequisite, 275 or consent of instructor. May be used as basis for senior project. Santos.

560S Research Seminar. Each student works intensively on a topic chosen in consultation with the instructor. Weekly meetings held to hear progress reports and to discuss research techniques pertinent to student topics. Papers presented to the Department at the end of the term. Candidates for honors must complete this course. Prerequisite, 265, 275, 285, and 400 (which may be taken concurrently), and permission of the Department. Maximum enrollment, 12. The Department.

English

Faculty
John H. O'Neill, *Chair* (S)
Frederick R. Wagner, *Acting Chair (Spring)*
Agha Shahid Ali (FS)
George W. Bahlke
Austin Briggs
Jean C. D'Costa (FS)
Janice Grossman
Ivan Marki
Vincent Odamtten
Patricia O'Neill
Shona Ramaya
David Rigsbee
William Rosenfeld
Nathaniel C. Strout
Margaret O. Thickstun (F)
T. Edward Wheatley (FS)
Ann Whitaker

Special Appointments
Katherine A.S. Collett
Onno Oerlemans
Irma Rosenfeld

A concentration in English consists of nine courses in literature written in English, including 150, 200, and at least three courses other than 200 in literature before 1800. All students are encouraged to take 200 as early as possible; concentrators must complete it by the end of the first semester of the junior year. Courses in literature before 1800 should ordinarily be elected before courses in literature after 1800. One of the courses offered for the concentration must be a 400-level seminar taken in the spring of the senior year as part of the Senior Program. (419 may not be counted toward the concentration in English; 297 and 475 may count toward either the concentration or the minor; 475 is not a seminar.) Students who have an 88 average or better in the concentration at the end of their junior year may elect to write an honors thesis in their senior year. The Department will recommend honors for concentrators who earn a cumulative average of 88 or better in the courses they take for the concentration and who receive an 88 or better on the honors thesis or receive an 88 or better on the comprehensive examination.

A minor in English consists of five courses in literature written in English, including 150, 200, and at least one other course in literature before 1800.

Senior Program in English

The Senior Program requires all concentrators to participate in a 400-level seminar in the spring of the senior year. To graduate with a degree in English, the candidate must pass the senior seminar. A complete description of the program is available in Root 109.

Creative Writing

A concentration in Creative Writing consists of 10 courses: five in literature written in English, including 150, 200, one other course in literature before 1800, and one in literature after 1800; four courses in Creative Writing (215, 304, 305, and 419); and an independent study taken as part of the Senior Program. Students may take no more than one writing course a term; those who wish to concentrate must complete 215 by the end of the sophomore year. With the permission of the Department, students may use one upper-level course in a foreign literature in the original language as one of the required literature credits. Students who plan to concentrate in Creative Writing and who also are considering study abroad should discuss their plans with the Chair of the Department as early as possible, and no later than the fall semester of their sophomore year. The Department will recommend honors for concentrators who earn a cumulative average of 88 or better in the courses they take for the concentration and who earn a grade of 88 or better in both semesters of the Senior Program.

A minor in Creative Writing consists of 150, 200, 215, 304, and 305.

Senior Program in Creative Writing

The Senior Program in Creative Writing consists of the Seminar in Creative Writing (419) elected in the fall and an independent study elected in the spring, both leading to a final portfolio of creative and critical works. A complete description of the program is available in Root 116.

150F,S Reading Literature. Study of ways of interpreting works of literature, both in themselves and in relation to other works. Analysis of works of prose fiction, drama, and poetry. (Writing-intensive.) Open to freshmen. Maximum enrollment in each section, 20. The Department.

200F,S Chaucer, Shakespeare, Milton, Austen. Introduction to the advanced study of literature through extensive examination of the following influential works: selected *Canterbury Tales*, sonnets and a play by Shakespeare, *Paradise Lost*, and *Pride and Prejudice*. Required for the concentrations in English and Creative Writing. (Writing-intensive.) Prerequisite, 150, or another writing-intensive course in literature with the consent of the Department. Maximum enrollment in each section, 20. The Department.

209S The Wars of America and American Literature. An examination of fiction and poetry generated by wars the United States has fought. Readings include novels and poems by Melville, Whitman, S. Crane, Hemingway, Pound, Faulkner, Heller, and others. Prerequisite, 150 or 200, or another writing-intensive course in literature with the consent of the Department. Open to sophomores, juniors, and seniors only. Maximum enrollment, 40. Marki.

215F,S Introductory Creative Writing: Fiction and Poetry. Introduction to fundamental techniques of fiction and poetry. Regular writing and reading assignments as well as critiques in class. Three 80-minute meetings or two 120-minute meetings. Prerequisite, 150 or 200 (either of which may be taken concurrently with 215). Open to sophomores, juniors, and seniors only. Maximum enrollment in each section, 16. The Department.

220S Introduction to Nineteenth Century Literature. Study of the development of the novel and other narrative forms in the nineteenth century. How the novel mediates questions of realism and romance, popular culture and literary tradition, and influences modern ideas of culture. Prerequisite, 150 or 200, or another writing-intensive course in literature with the consent of the Department. Open to freshmen, sophomores, and juniors only. Maximum enrollment, 40. P. O'Neill.

226S Post-Colonial Narrative. A study of Third World authors, mainly of Indian, Pakistani, and African origin, who are writing in the language of their colonizers. Readings in works by such authors as R.K. Narayan, Kamala Markandaya, Salman Rushdie, Talat Abbasi, Chinua Achebe, and Ngugi wa Thiong'o. Prerequisite, 150 or 200, or another writing-intensive course in literature with the consent of the Department. Open to sophomores, juniors, and seniors only. Maximum enrollment, 40. Ramaya.

227F Introduction to African-American Literature. Study and discussion of selected works of drama, poetry, and prose by African-Americans, from the 1850s to the 1950s. Focuses on issues of gender, race, and class as they affect the evolution of an African-American literary tradition in the context of the changing U.S. cultural and political attitudes. Prerequisite, 150 or consent of instructor. Open to sophomores, juniors, and seniors only. (Same as Africana Studies 227 and Comparative Literature 227.) Maximum enrollment, 40. Odamtten.

[230F] The "Gothic" Tradition in English and American Literature. "Medievalism," "the sublime," gender mythologies, the supernatural, the perverse. Readings in works by such authors as M.G. "Monk" Lewis, Byron, Poe, Emily Brontë, Hawthorne, Faulkner, and Toni Morrison. Prerequisite, 150 or 200, or another writing-intensive course in literature with the consent of the Department. Open to sophomores and juniors only. Maximum enrollment, 40.

234S The King James Bible and Its Influence. Close reading and discussion of selections from the King James Bible and examination of the ways its language, ideas, and forms are adapted by writers in the English literary tradition. Prerequisite, 150 or 200, or another writing-intensive course in literature with the consent of the Department. Open to freshmen, sophomores, and juniors only. Maximum enrollment, 40. Thickstun.

244F,S Shakespeare. Introductory survey of selected plays. Prerequisite, 150 or 200, or another writing-intensive course in literature, with the consent of the Department. Open to sophomores and to junior and senior non-concentrators (F); open to freshmen and sophomores only (S). Maximum enrollment, 40. Strout (Fall); Whitaker (Spring).

265S Women and Revenge in Renaissance Drama. A study of Renaissance plays in which women are featured as revengers or as objects of revenge. Focuses on the relation between gender and violence and on the theatricality of revenge. Works by Kyd, Shakespeare, Beaumont, and Fletcher, Middleton, Webster, and Ford. Prerequisite, 150 or 200, or another writing-intensive course in literature, with the consent of the Department. Open to sophomores, juniors, and seniors only. Maximum enrollment, 40. Whitaker.

275S Contemporary American Fiction. Study of stories and novels by writers since 1945. Prerequisite, 150 or 200, or another writing-intensive course in literature with the consent of the Department. Open to sophomores, juniors, and seniors only. Maximum enrollment, 40. W. Rosenfeld.

[279F] Reading Poetry. The relevance of formal conventions to poetic expression. Traditional genres; versification (meter, rhyme, stanza, etc.); exercises in explication. Prerequisite, 150 or 200, or another writing-intensive course in literature with the consent of the Department. Not open to senior concentrators. (Offered in alternate years.) Maximum enrollment, 40.

280F Chaucer. A study of the dream-visions, *The Canterbury Tales*, and selected short poems. Major concerns include Chaucer's language, humor, narrative technique, and treatment of issues of gender and class. Prerequisite, 150 or 200, or another writing-intensive course in literature with the consent of the Department. Maximum enrollment, 40. Grossman.

281S Old English. An introduction to the language and literature of England before the Norman Conquest. Study based upon Old English readers, accompanied by lectures on the history, structure, and vocabulary of the English language. Prerequisite, 150 or 200, or another writing-intensive course in literature with the consent of the Department. Maximum enrollment, 40. Grossman.

[283S] Middle English Literature: 1100-1500. Medieval English literature, excluding Chaucer, with focus on the fourteenth century. Readings include *The Pearl,* Malory's *Morte D'Arthur, Sir Gawain and the Green Knight,* selections from *Piers Plowman* and from the works of Margery Kempe, and *Everyman*. Special attention to the York mystery plays. Prerequisite, 150 or 200, or another writing-intensive course in literature with the consent of the Department. Open to sophomores, juniors, and seniors only. Maximum enrollment, 40.

[285S] The Puritan Literary Tradition: 1620-1720. The literature of the dissenting tradition in colonial America and Puritan England. Works such as Bradford's *Plymouth Plantation*, Bunyan's *Pilgrim's Progress*, Milton's *Comus*, as well as spiritual autobiographies and shorter works by Anne Bradstreet, Mary Rowlandson, Edward Taylor, and Cotton Mather. Prerequisite, 150 or 200, or another writing-intensive course in literature with the consent of the Department. Open to sophomores, juniors, and seniors only. (Offered in alternate years.) Maximum enrollment, 40.

[286S] Women in English Renaissance Literature. Works by and about women written between 1550 and 1660, including plays by Shakespeare, Webster, Middleton, and Elizabeth Faulkland; poems by Spenser, Mary Wroth, Amelia Lanier, and Anne Bradstreet; short prose by Bathshua Makin, Margaret Fell, Elizabeth Clinton, and

Elizabeth Joceline. Prerequisite, 150 or 200, or another writing-intensive course in literature with the consent of the Department. Open to sophomores, juniors, and seniors only. Maximum enrollment, 40.

287F English Renaissance Literature. The flowering of literary activity between 1550 and 1660. Non-dramatic works by such authors as Sidney, Spenser, Jonson, Donne, Herbert, Marvell, and Milton. Prerequisite, 150 or 200, or another writing-intensive course in literature with the consent of the Department. Maximum enrollment, 40. Whitaker.

289F English Literature: 1660-1744. Major works in prose and verse of the Restoration and early eighteenth century, emphasizing the writings of Dryden, Swift, Pope, and Addison and Steele. Prerequisite, 150 or 200, or another writing-intensive course in literature with the consent of the Department. Maximum enrollment, 40. J. O'Neill.

[290S] English Literature: 1745-1800. Major works in prose and verse of the late eighteenth century, emphasizing the novelists, particularly Sterne, Fielding, and Austen, and Johnson and Boswell. Prerequisite, 150 or 200, or another writing-intensive course in literature with the consent of the Department. Open to sophomores, juniors, and seniors only. Maximum enrollment, 40.

297S Introduction to Literary Theory. For full description, see Comparative Literature 297. Prerequisite, two courses in literature. Open to sophomores, juniors, and seniors only. Vernon.

301F Faulkner and Southern Literature. Analysis of *Go Down, Moses*, *As I Lay Dying*, *Light in August*, and *Absalom, Absalom!* in the context of works by other Southern writers ranging from the Frontier Humorists to such novelists as Ellen Glasgow, Robert Penn Warren, Eudora Welty, Alice Walker, and Anne Tyler. Prerequisite, 150 or 200, and one other course in literature. Open to sophomores, juniors, and seniors only. Not open to students who have taken 433. Maximum enrollment, 40. Wagner.

[302S] American Literary Autobiography. Study of the forms through which American writers have sought to embody the search for self-discovery and the process of self-examination. Works by such authors as Franklin, Thoreau, Twain, Henry Adams, Stein, Hemingway, Cummings, Wright, Kerouac, Mailer, McCarthy, Welty, Kingston, and Richard Rodriguez. Prerequisite, 150 or 200, or another writing-intensive course in literature with the consent of the Department. Open to sophomores, juniors, and seniors only. (Offered in alternate years.) Maximum enrollment, 40.

304S Intermediate Creative Writing: Poetry. For students whose work and purpose have developed sufficiently to warrant continuing work in poetry. Regular writing and reading assignments as well as critiques in class. Three 80-minute meetings or two 120-minute meetings. Prerequisite, 215. Open to juniors and seniors only. Maximum enrollment, 16. Rigsbee.

305F Intermediate Creative Writing: Fiction. For students whose work and purpose have developed sufficiently to warrant continuing work in fiction. Regular writing and reading assignments as well as critiques in class. Three 80-minute meetings or two 120-minute meetings. Prerequisite, 215. Open to juniors and seniors only. Maximum enrollment, 16. W. Rosenfeld.

[306S] Poetry of the Renaissance and Twentieth Century. A review of the problems involved in the analysis of poetry. An exploration of the relationship between poetry of the English Renaissance and modern poetry, focusing on the reappearance of such characteristics as irony, wit, and dramatic and meditative modes. Poems drawn primarily from the work of Shakespeare, Donne, Marvell, Hopkins, Dickinson, Yeats, T.S. Eliot, and Thomas. (Writing-intensive.) Prerequisite, 150 or 200, or another writing-intensive course in literature with the consent of the Department. (Offered in alternate years.) Maximum enrollment, 20.

307F Nineteenth Century American Literature. Representative works by Emerson, Thoreau, Hawthorne, Melville, Whitman, Dickinson, and Mark Twain. Prerequisite, 150 or 200, or another writing-intensive course in literature with the consent of the Department. Maximum enrollment, 40. Marki.

[308S] Special Projects in Creative Writing. For students whose work and purpose have developed sufficiently to warrant advanced work in an area or topic to be determined by the instructor. Two 120-minute meetings. Prerequisite, 215. May not be counted toward the concentration in Creative Writing. Maximum enrollment, 16.

309S Early Twentieth Century American Literature. Representative works by James, Frost, T.S. Eliot, Faulkner, Hemingway, Stevens, and others. Prerequisite, 150 or 200, or another writing-intensive course in literature with the consent of the Department. Open to sophomores, juniors, and seniors only. Maximum enrollment, 40. Wagner.

310F Seminar in Expository Writing. The theory of exposition; constant practice in writing clear and logical expository prose. Study of selected specimens of exposition. (Writing-intensive.) May be taken concurrently with another writing course. Open to juniors and seniors only. Maximum enrollment, 12. Bahlke.

[319S] Major Caribbean Writers. A study of the poetry, fiction, and drama of the English-speaking Caribbean, with special emphasis on Derek Walcott (St. Lucian), Edward Brathwaite (Barbadian), V.S. Naipaul (Trinidadian), Wilson Harris (Guyanese), and Jean Rhys (Dominican). Prerequisite, 150 or 200, or another writing-intensive course in literature with the consent of the Department. Open to sophomores, juniors, and seniors only. Order of priority: juniors, seniors, sophomores. (Same as Africana Studies 319.) Maximum enrollment, 40.

329F Studies in Contemporary African Literature. Examination of themes and artistic strategies evidenced in works by selected African writers. Focuses on issues of colonialism and neocolonialism, and how differences of gender, class, and geographical background affect contemporary African literature. Prerequisite, 200, or Comparative Literature 211 or 212. Open to sophomores, juniors, and seniors only. (Same as Africana Studies 329 and Comparative Literature 329.) Maximum enrollment, 40. Odamtten.

338S Imagining Empire. An examination of British culture in foreign contexts focusing on the literature of British men and women travelers from Bryon to Orwell. Offered jointly with Colgate University and team-taught with Professor Michael Coyle of Colgate's Department of English. Prerequisite, 150 or 200. Open to sophomores, juniors, and seniors only. P. O'Neill.

[339F] Studies in Africana Literary Movements. Examination of the thematic, stylistic, and ideological characteristics of representative works by writers of African descent. Focuses on how these works establish or disestablish specific literary movements, such as the Harlem Renaissance, Negritude, anti- and post-colonialist writings, the black arts movement, and Neorealism. Prerequisite, 200, or Comparative Literature 211 or 212. Open to sophomores, juniors, and seniors only. (Same as Africana Studies 339 and Comparative Literature 339.) (Offered in alternate years.) Maximum enrollment, 40.

[346S] History of the English Language. The development of the English language from Anglo-Saxon times to the present. Special attention to language as speech, the interpretation of literary and vernacular texts in the light of linguistic methodology, and the formation of dialects of English. Readings from Pyles, Jones, Wyld, Sapir, and others. Prerequisite, 150 or 200, or another writing-intensive course in literature with the consent of the Department. Open to juniors and seniors only. Maximum enrollment, 40.

347F English Romantic Literature. Study of the theory and practice of the major English Romantics, with special emphasis on the writer's quest for expanded consciousness and on the social implications of Romantic ideology. Prerequisite, 150 or

200, or another writing-intensive course in literature with the consent of the Department. Maximum enrollment, 40. P. O'Neill.

348S Science and Literature in the Nineteenth Century. Study of the influence of Darwin, Huxley, and other scientists on the literature of the nineteenth century. Readings include selections from Darwin's *Autobiography and Letters, Origin of Species,* and *Descent of Man,* Huxley's *Autobiography and Essays,* Tennyson's *In Memoriam,* Eliot's *Middlemarch*, Hardy's *The Woodlanders,* and Wells' *The Time Machine.* Prerequisite, 150 or 200, and one other course in literature. Open to sophomores, juniors, and seniors only. Maximum enrollment, 40. P. O'Neill.

[349S] Victorians Past and Present. Study of Victorian writers' use of past epochs as analogues for their own culture. Includes such major authors as Carlyle, Bulwer-Lytton, Browning, Tennyson, George Eliot, Arnold, and Morris. Prerequisite, 150 or 200, or another writing-intensive course in literature with the consent of the Department. (Offered in alternate years.) Maximum enrollment, 40.

[350F] Love and Marriage in Nineteenth Century Literature. Study of the ideology of Romantic love and its consequences for the marriage plots in Victorian literature. Primary focus on the tension between men's and women's representations of romance and the economic, social, and psychological contexts of the relations between men and women in Victorian England. Readings include works by major authors, historical documents, and secondary sources. Prerequisite, 150 or 200, or another writing-intensive course in literature with the consent of the Department. Open to sophomores, juniors, and seniors only. (Offered in alternate years.) Maximum enrollment, 40.

353F British Literature from 1900 to 1950. Readings in works of such writers as Conrad, Yeats, Woolf, Lawrence, Waugh, T.S. Eliot, and Auden. Prerequisite, 150 or 200, or another writing-intensive course in literature with the consent of the Department. Maximum enrollment, 40. Briggs.

354S The Novel in England since World War II. Readings of selected novels by such writers as Evelyn Waugh, Kingsley Amis, Anthony Burgess, Angus Wilson, Iris Murdoch, Doris Lessing, and Margaret Drabble. Prerequisite, 150 or 200, or another writing-intensive course in literature with the consent of the Department. Open to sophomores, juniors, and seniors only. Maximum enrollment, 40. Bahlke.

355F Modern British Poetry. Modern British poets from Yeats to Hughes, with emphasis on T.S. Eliot, Auden, and Thomas. (Writing-intensive.) Prerequisite, 150 or 200, or another writing-intensive course in literature with the consent of the Department. Maximum enrollment, 20. Bahlke.

375S Contemporary American Poetry. A study of post-World War II American poets such as Robert Lowell, James Wright, Gwendolyn Brooks, Adrienne Rich, Sylvia Plath, and James Merrill. How poets of the same era manage radically different styles and subject matter. Prerequisite, 150 or 200, or another writing-intensive course in literature with the consent of the Department. Open to sophmores, juniors, and seniors only. (Offered in alternate years.) Maximum enrollment, 40. Rigsbee.

414S Seminar: James Joyce. *A Portrait of the Artist as a Young Man*, readings in *Finnegans Wake.* Major emphasis on *Ulysses.* Prerequisite, 150 or 200, and one other course in literature. Open to juniors and seniors only. Maximum enrollment, 12. Briggs.

415S Seminar: The Novels of E.M. Forster and D.H. Lawrence. An exploration of the fusion of social and prophetic modes in these writers. The influence of comedy on Forster's *A Room With A View* and *Howards End.* Lawrence's *Apocalypse* as background for *The Rainbow, Lady Chatterley's Lover,* and *The Man Who Died.* Forster's *A Passage to India* and Lawrence's *Women in Love* as major examples of the prophetic mode in twentieth century literature. Prerequisite, 150 or 200, and one other course in literature. Open to sophomores, juniors, and seniors only. Maximum enrollment, 12. Bahlke.

[416S] Seminar: Virginia Woolf. Close readings and discussion of the novels from *The Voyage Out* through *Between the Acts.* Prerequisite, 150 or 200, and one other course in literature. Open to juniors and seniors only. (Offered in alternate years.) Maximum enrollment, 12.

419F Seminar in Creative Writing. For students whose work and purpose have developed sufficiently to warrant advanced work in fiction, poetry, or both. Individual projects leading to a final collection of writings in the form of a novel, a series of stories, a series of poems, a full-length play, a series of short plays, or any equivalent combination of works in genres on which the student and instructor agree. Regular writing and reading assignments as well as critiques in class. Three 80-minute meetings or two 120-minute meetings. Prerequisite, 304, 305, and consent of the Department. Open to seniors only. Maximum enrollment, 12. W. Rosenfeld.

[424F] Seminar: Milton. An intensive study of Milton's epic and lyric poetry, with particular attention to *Paradise Lost*. Topics for consideration include Milton's ideas on Christian heroism, individual conscience, the relations between the sexes, and the purpose of education. Prerequisite, 150 or 200, and one other course in literature. Open to juniors and seniors only. (Offered in alternate years.) Maximum enrollment, 12.

[426S] Seminar: The Early Development of the English Novel. Close reading and discussion of novels written between 1660 and 1800. Particular attention to questions of critical theory and to works by and about women by such authors as Aphra Behn, Frances Burney, Daniel Defoe, Eliza Heywood, Henry Fielding, Sarah Fielding, Charlotte Lennox, Mary Delariviere Manly, Henry Mackenzie, Samuel Richardson, Charlotte Smith, Tobias Smollett, and Laurence Sterne. Prerequisite, 150 or 200, and one other course in literature. Open to juniors and seniors only. Maximum enrollment, 12.

[427F] Seminar: Restoration and Eighteenth Century English Drama. Comic and serious drama by such authors as Dryden, Buckingham, Etherege, Wycherley, Congreve, Addison, Steele, Gay, Goldsmith, and Sheridan. Prerequisite, 150 or 200, and one other course in literature. Open to juniors and seniors only. Maximum enrollment, 12.

430S Seminar: Contemporary African-American Literature. The study of how contemporary African-American literary works articulate with the modern and post-modern multicultural environment in which they are situated. Selected readings from such writers as Amiri Baraka, Henry Dumas, Toni Morrison, Gloria Naylor, Ishmael Reed, Ntoake Shange, Alice Walker, and John Wideman. Prerequisite, 200 or Comparative Literature 211 or 212. Open to juniors and seniors only. (Same as Africana Studies 430 and Comparative Literature 430.) Maximum enrollment, 12. Odamtten.

432F Seminar: Modern British and American Drama. Analysis of representative plays by such authors as Wilde, Shaw, Lady Gregory, Yeats, T. S. Eliot, Pinter, Beckett, O'Neill, Hellman, Tennessee Williams, Hansberry, Shepard, and August Wilson. Prerequisite, 150 or 200, and one other course in literature or theater. Open to juniors and seniors only. Maximum enrollment, 12. Wagner.

[433F] Seminar: Faulkner and Other Writers of the Modern South. Close reading and discussion of *As I Lay Dying, Light in August, The Hamlet,* and *Absalom, Absalom!* in relation to works by such writers as Katherine Anne Porter, Walker Percy, Alice Walker, Eudora Welty, and Richard Wright. Prerequisite, 150 or 200, and one other course in literature. Open to juniors and seniors only. Not open to students who have taken 301. Maximum enrollment, 12.

[438S] Seminar: English Victorian Literature. Analysis of the conflict between the proponents of art as a criticism of life and the proponents of aestheticism in the mid and late nineteenth century. Selected readings by such authors as Arnold, Pater, Ruskin, Wilde, George Eliot, Browning, Hardy, the Pre-Raphaelites, and the New Woman Writers. Prerequisite, 150 or 200, and one other course in literature. Open to juniors and seniors only. Maximum enrollment, 12.

443S Seminar: Elizabethan and Jacobean Drama. Intensive study of plays by Shakespeare in conjunction with plays by such dramatists as Marlowe, Jonson, Webster, and Ford. Prerequisite, 150 or 200, and one other course in literature. Open to juniors and seniors only. Maximum enrollment, 12. Strout.

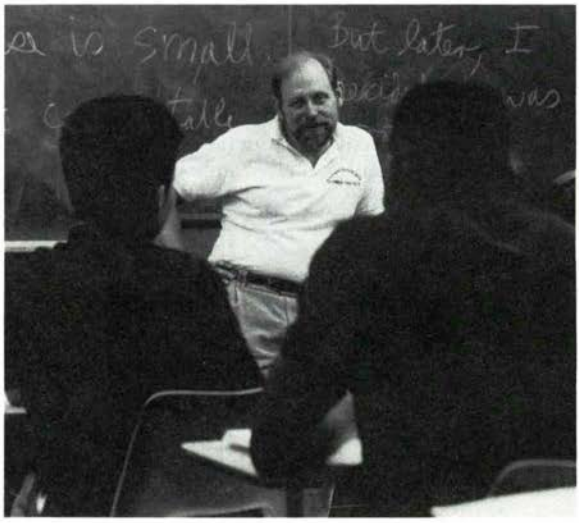
[445S] Seminar: The Idea of the Self from the Middle Ages to the Renaissance. An examination of three evolving aspects of self-consciousness: the dignity of the individual, the value of literary self-expression, and the awareness of differences between "modern" and ancient. Works by such authors as Chaucer, Margery Kempe, Charles d'Orleans, James I of Scotland, Skelton, More, Spenser, and Shakespeare. Prerequisite, 150 or 200, and one other course in literature. Open to juniors and seniors only. (Offered in alternate years.) Maximum enrollment, 12.

450S Seminar: Criticism. Selected readings in literary theory, with emphasis on critics of this century. Requires long essay showing the student's progress in developing coherent critical perspectives. Prerequisite, 150 or 200. Open to seniors, and to others with consent of instructor. (Same as Comparative Literature 450.) Maximum enrollment, 12. Marki.

475F Shakespeare Around the Globe: Traditions and Experiments. For full description, see Comparative Literature 475. Prerequisite, two courses in literature. Maximum enrollment, 30. Rupprecht.

500F-501S Senior Thesis. Independent study for honors candidates in English, culminating in a thesis. One-half credit each term. The Department.

550 Senior Independent Study. Independent study as part of the Senior Program for Creative Writing concentrators. Completion and revision of work begun in 419, leading to a portfolio. The Department.

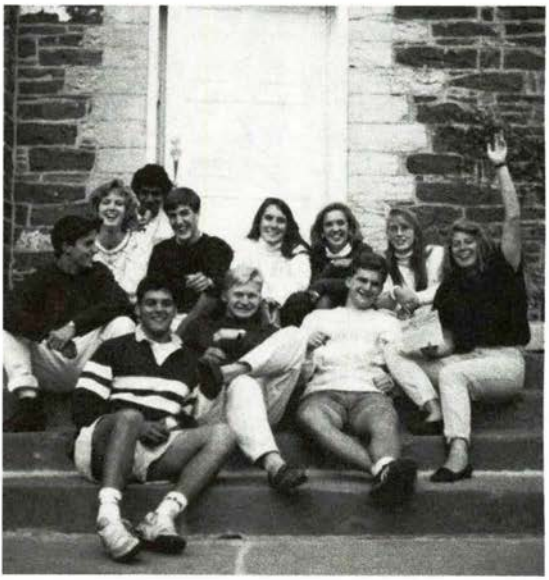


English as a Second Language

Allison Doughtie, *Program Director*

Students for whom Standard English is not a first or native language may be advised to elect Writing 101 in the first semester. It is a writing-intensive course especially designed to assist those students who are not native speakers of English in sharpening their writing skills for college-level work in all academic disciplines. Writing 101 is open to all students, in addition to those with advisor-recommended placement, who desire advanced instruction and ongoing practice in English language usage in an academic setting. A one-semester course in which grades are given, it provides regular academic credit toward graduation requirements and satisfies the College-wide requirement of one writing-intensive course during the first year. Student tutors with training in English as a Second Language will be available to assist students with work in all their courses, including Writing 101. An additional one-semester course, Writing 102 may be offered in the spring semester if needed.

101F, 102S English as a Second Language. For full description, see Writing 101, 102, under Writing Program. (Writing-intensive.) Maximum enrollment, 10. Doughtie.



Environmental Studies

Environmental Studies investigates the human impact on the world in which we live. Courses in this interdisciplinary field are contributed by a number of departments or programs, including Biology, Chemistry, Economics, Geology, and Public Policy. Interested students should consult with a member of the Environmental Studies Advisory Committee, which for 1993-94 consists of Eugene Domack (Geology), William Pfitsch (Biology), Jeffrey Pliskin (Economics), George Raiche (Chemistry), Todd Rayne (Geology), Ernest Williams (Chair) (Biology), and Gary Wyckoff (Public Policy).

Foreign Languages

A concentration in Foreign Languages requires the completion of eight courses in at least two foreign languages, including at least two 200-level courses and one 300-level course in each.

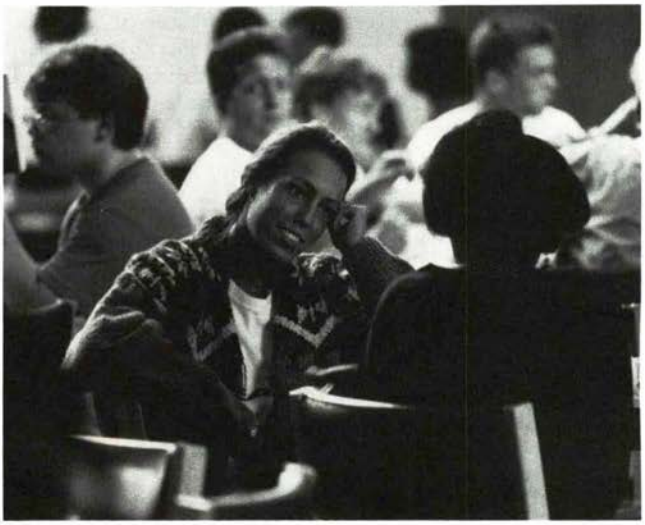
Students may combine courses from Classics (Greek, Latin); East Asian Languages and Literature (Chinese, Japanese); German and Russian Languages and Literatures (German, Russian); and Romance Languages and Literature (French, Spanish). The combination may be departmental or interdepartmental. Students wishing to count other languages or work done at other institutions toward the concentration must receive approval for such work. Petitions for approval should be sent to the Committee on Foreign Languages, whose membership consists of the Chairs of the departments mentioned above.

All concentrators in Foreign Languages will be required to pass a language proficiency test in two foreign languages. Additional requirements for an appropriate senior program will be set by the Chairs of the departments of concentration.

To attain honors, students must enroll in the Honors Project in one language, and must complete the honors thesis and the general examination with distinction.

French

See Romance Languages and Literature.



Geology

Faculty
Eugene W. Domack, *Chair*
David G. Bailey
Cynthia R. Domack
Todd W. Rayne
Barbara J. Tewksbury

A concentration in Geology consists of one course in Principles of Geology (104 to 112), 209, 211, 220, 230, 290, 310, 510-511, and one other course numbered 200 or higher. Advanced courses in the supporting sciences or Mathematics and Computer Science may, at the discretion of the Department, be substituted for two of these courses. A course in geologic mapping is recommended. A Senior Project is required for the concentration. A complete description of the Senior Program is available in Science 111b. All concentrators, but especially those planning a career in the earth sciences, should take basic courses in Biology, Chemistry, Mathematics and Computer Science, and Physics, according to the student's interests. Departmental honors will be awarded on the basis of excellence in course work and a superior Senior Project. A minor consists of a course in Principles of Geology and four other courses at the 200 level or above that are approved by the Department.

[104F] Principles of Geology: Origins. An overview of the origin and evolution of the universe, solar system, and earth. Particular emphasis on the early history of the earth and the origin of the atmosphere, oceans, continents, and life. Three hours of class and one hour of laboratory. Not open to students who have taken any other course in Principles of Geology. (Next offered 1994-95.) Maximum enrollment, 50.

[105F] Principles of Geology: Earth Systems. An introduction to global earth systems with an emphasis on the processes that shape the earth's surface. Topics include the earth's lithospheric, oceanic, and atmospheric systems. Three hours of class and one hour of laboratory. Not open to students who have taken any other course in Principles of Geology. (Next offered 1994-95.) Maximum enrollment, 50.

107S Principles of Geology: Humans and the Ice Age Earth. An introduction to archaeologic and geologic studies as they are applied to climate changes and related human adaptations. Focuses on stratigraphic principles, environmental reconstructions, archaeologic field methods, chronologic methods, and the impact of climate changes during the past 2.5 million years. Three hours of class and one hour of laboratory/discussion. Not open to students who have taken any other course in Principles of Geology. (Same as Anthropology 107.) Maximum enrollment, 50. E. Domack and Jones.

110F Principles of Geology: Geology and the Environment. An introduction to the principles of geology as applied to current environmental issues such as solid waste disposal, consumption of conventional and alternate energy resources, and utilization of our natural resources. Three hours of class and one hour of laboratory or field trip. Not open to students who have taken any other course in Principles of Geology. Maximum enrollment, 50. Rayne.

111F Principles of Geology: Planet Earth. An introduction to global geologic phenomena from the viewpoint of plate tectonics, emphasizing modern plate motions and related geologic processes and hazards. Laboratory work focuses on the geology of the southwest Pacific. Three hours of class and one hour of laboratory. Not open to students who have taken any other course in Principles of Geology. Maximum enrollment, 50. Tewksbury.

112S Principles of Geology: Oceanography. An introduction to the physical, chemical, and biological nature of the marine environment. Topics include marine geology, seawater composition, atmosphere/climate, ocean circulation, waves, tides,

coastal processes, life in the sea, ocean resources, and marine pollution. Three hours of class and one hour of laboratory. Not open to students who have taken any other course in Principles of Geology. Maximum enrollment, 50. C. Domack.

205S Hawaii Field Study. A field study of volcanic and marine features of Hawaii, with emphasis on comparative planetology and the plate tectonic setting of the Hawaiian island chain. Prerequisite, Principles of Geology. Conducted over a 17-day period between the end of the first semester and beginning of the second. One-half course credit. Extra cost. Tewksbury.

209S Geohydrology and the Environment. The hydrologic cycle of the earth, with emphasis on surface and groundwater. Geological and environmental problems of acid precipitation, pollution, and waste disposal. Three hours of class and one hour of discussion. Prerequisite, Principles of Geology or consent of instructor. Rayne.

210F Glacial Geology. A survey of the distribution and dynamics of glacial systems, theories of global climate change, and processes and products of glacial erosion and deposition. Marine record of glacial events and glacial periods throughout earth history. Three hours of class and two hours of laboratory, with field trips. Prerequisite, Principles of Geology. E. Domack.

211F Sedimentary Geology. A study of the genesis and diagenesis of clastic, carbonate, evaporite, and other important sediments and rocks. Emphasis on fluid dynamics of grain transport, facies architecture, seismic stratigraphy, and paleoclimatic/tectonic significance of depositional sequences. Three hours of class and three hours of laboratory. Field trips. Prerequisite, Principles of Geology. E. Domack.

220S Mineralogy. Introduction to crystallography, crystal chemistry, and the theory of optical mineralogy. Identification of minerals by physical, spectrochemical, optical, and X-ray diffraction techniques. Three hours of class and three hours of laboratory. Field trip. Prerequisite, Principles of Geology. Bailey.

[225S] Planetary Geology. The geology of the planetary bodies of our solar system, including the history and future of solar system exploration and the applications of planetary studies to understanding the geology of the earth. Three hours of class and one hour of laboratory/discussion. Prerequisite, Principles of Geology. (Offered in alternate years.)

230S Structural Geology. A study of the origin, development, and classification of macroscopic and microscopic structures in deformed rocks. Field, graphical, laboratory, and computer techniques used in studying deformed rocks. Three hours of class and three hours of laboratory. Field trips. Prerequisite, Principles of Geology. Tewksbury.

235F Geomorphology. The study and analysis of landforms and the processes that create them. Fluvial, coastal, eolian, glacial, and other types of landforms examined in the classroom and the field. Three hours of class and one hour of laboratory. Prerequisite, Principles of Geology. Rayne.

[240F] Meteorology. A study of the atmospheric environment. Topics include earth's atmosphere, air masses, clouds, rainfall, storms, and climate. Three hours of class and one hour of laboratory/discussion. Prerequisite, Principles of Geology. (Offered in alternate years.)

[250F] Geochemistry. Some of the major chemical principles important to geology, including isotopes, water chemistry, weathering, and thermodynamics. Three hours of class, exercises, and one-hour work session. Prerequisite, Principles of Geology or consent of instructor. (Offered in alternate years.)

265S Field Geology. Introduction to principles and practice of geologic mapping. One hour of class per week during the semester, followed by four weeks of field mapping after end of final exams. Field mapping areas in the Catskills, Summer Coon (Colorado), Garden of the Gods (Colorado), and Needle Mountains (Colorado). Extra cost. Prerequisite, Principles of Geology. Maximum enrollment, 10; minimum, 4. The Department.

[275S-Su] Geology of the Pacific Northwest. Examines, in the field as well as through readings and discussion, a diversity of geologic landscapes from glaciers to volcanoes. One hour of class per week during the semester. Two and one-half weeks of field work in Puget Lowlands, Olympic Peninsula, Cascades, and eastern Washington and Oregon. Field work conducted in late July and early August. Extra cost. Prerequisite, Principles of Geology (may be taken concurrently). Maximum enrollment, 10.

280F Ore Deposits and Earth Resources. A study of economic mineral deposits, their distribution, origin, economic significance, and the environmental impact of their exploitation. Three hours of class and one hour of laboratory. Field trips. Prerequisite, one 100-level course in Geology. Bailey.

290F Paleontology. A study of the origin of life, evolution, and the fossil record. Topics include the general principles of paleontology, nomenclature, taxonomy, identification techniques, fossilization processes, plants, microfossils, invertebrates, and vertebrates. Three hours of class and three hours of laboratory. Prerequisite, Principles of Geology. C. Domack.

310F Igneous and Metamorphic Petrology. The study of the mineralogy, chemistry, origin, and evolution of igneous and metamorphic rocks. Emphasis on the physical and chemical processes involved in their formation. Three hours of class and three hours of laboratory. Field trip. Prerequisite, 220. Bailey.

320S Micropaleontology. A study of microscopic fossils including marine groups such as foraminifera and radiolaria along with non-marine groups such as spores and pollen. Emphasis on morphology, distribution, preservation, and paleoenvironmental application. (Writing-intensive.) Three hours of class and one hour of laboratory/discussion. Prerequisite, 290. (Offered in alternate years.) C. Domack.

340S Plate Tectonics. Advanced study of modern plate interactions, tectonic evolution of the earth's crust, deep earth structure, and regional tectonic analysis, with an emphasis on the contributions of geophysics to an understanding of plate tectonics. (Writing-intensive.) Four hours of class. Field trip. Prerequisite, two 200-level courses in Geology. Maximum enrollment, 20. Tewksbury.

[350S] Marine Geology. A study of the marine environment from a geologic perspective. Topics include the structural and oceanographic setting, the ocean margins, oceanic sediments and microfossils, and ocean history. (Writing-intensive.) Three hours of class and field/boat trips to Cape Cod and Lake Champlain. Prerequisite, 220. (Offered in alternate years.) Maximum enrollment, 20. E. Domack.

510F-511S Senior Project. A two-term course during which concentrators pursue an independent project and present the results to the Department. Proposals must be accepted in the spring semester of the student's junior year. 511 may not be taken as a separate course. One course credit for 510 and one-half credit for 511. The Department.

German and Russian Languages and Literatures

Joseph T. Malloy, *Chair*

German

Faculty
Christine E. Groeppner
Joseph T. Malloy
Edith Toegel

A concentration in German consists of eight courses numbered 130 or higher, including 210, 220, the Senior Project (550), and an additional course at or above the 300 level during the senior year. In addition, appropriate study in a German-speaking country may be counted toward the concentration. Students may earn departmental honors through distinguished achievement in the courses approved for the concentration and on the Senior Project. A complete description of the Senior Project is available in Christian A. Johnson 107. A minor in German consists of five courses numbered 130 or higher, including 210 and 220. Only one course in translation may be counted toward the concentration or the minor. Except for literature in translation, courses numbered 140 or above are taught entirely in German.

110F First Term German. Thorough introduction to the grammar of German through aural comprehension, speaking, reading, and writing. Taught partially in German. Four hours of class with additional drill and laboratory work. Groeppner and Toegel.

120S Second Term German. Continued work in aural comprehension, speaking, reading, and writing. Four hours of class with additional drill and laboratory work. Prerequisite, 110 or consent of instructor. Groeppner and Toegel.

130F Third Term German. Intensive review of grammar and syntax through reading, oral and written work, and language laboratory exercises. Four hours of class and laboratory work. Prerequisite, 120 or equivalent. Malloy.

140S Fourth Term German. Readings in modern German literature, including such authors as Kafka, Dürrenmatt, Kaschnitz, and Brecht. Practice in oral and written work. Prerequisite, 130 or consent of instructor. Malloy.

210S Introduction to German Literature. Study of major writers and literary movements from the Middle Ages to the Age of Goethe. Includes works by Wolfram von Eschenbach, Sachs, Gryphius, and Goethe. (Writing-intensive.) Prerequisite, a 200-level German course. Maximum enrollment, 20. Groeppner.

220F Introduction to German Literature. Selected texts of the nineteenth and twentieth centuries introducing major writers and intellectual movements. Authors read include Tieck, Keller, Schnitzler, T. Mann, Seghers, Böll, Brecht, and Wolf. (Writing-intensive.) Prerequisite, 140 or consent of instructor. Maximum enrollment, 20. Toegel.

230F Composition and Conversation. Advanced practice in writing German prose. Practice in speaking German on a conversational level. (Writing-intensive.) Compositions and oral reports. Prerequisite, 130. Maximum enrollment, 20. Groeppner.

260S Culture in German-Speaking Countries Today. Emphasizes conversational discussions on a wide variety of topics and questions of current and general interest (e.g., educational system, geography, politics, and the arts). Prerequisite, a 200-level course or consent of instructor. Toegel.

[391F] Twentieth Century German Literature. Readings in and analysis of literature from the *Jahrhundertwende* to the present. Works to be read include poetry (Rilke, Trakl, Bachmann, Biermann), fiction (Musil, T. Mann, Kafka, Wolf), and drama (Hauptmann, Schnitzler, Kaiser, Brecht). Prerequisite, 210 or 220, or equivalent. (Next offered 1994-95.)

[400F] German Romanticism. Study of the origins, literary expressions, and impact of the Romantic movement in Germany. Focus on radical experimentation with societal, gender, and poetic conventions; portrayals of artists as prophets. Comparison of folk fairy tales (Grimm) with artistic fairy tales as the seeds of surrealism. Prerequisite, 210 or 220, or equivalent. (Next offered 1994-95.)

415F The Age of Goethe. Study of the literary, intellectual, and cultural developments in late eighteenth and early nineteenth century German-speaking lands. Origins of the anti-rationalistic *Sturm und Drang* movement and the rise of German classicism. Plays, poems, novels, and theoretical texts from Herder, Lessing, Klopstock, Kant, Goethe, LaRoche, Schiller, and Hölderlin. Malloy.

[430S] Topics in German Literature. Readings in literature after 1945, with focus on works dealing with the destructiveness of war and its aftermath; links between science and politics; sociopolitical oppression of women and minorities; and problems of sexual responsibility and psychological development. Texts by Wolfgang Borchert, Marieluise Fleisser, Ingeborg Bachmann, Gerlinde Reinshagen, Peter Weiss, and others. Prerequisite, 210 or 220, or equivalent. (Next offered 1994-95.)

440S Modern Literature of the German-Speaking Countries. Study of post-1945 literature focusing on the emergence of two contrasting Germanies: Berlin, the divided city; models of contemporary life at home and in the workplace; violence in society; and the *Neuanschluss* leading to unification. Texts by Bachmann, Böll, Braun, Grass, Kirsch, Wolf, and others. Toegel.

550F Senior Project. Independent work consisting of the preparation and presentation of a research paper, translation, or other project designed by the student. Open to seniors only. Required of senior concentrators. Malloy.

German Literature Courses in Translation

[165F] Berlin: East-West Politics in Literature and Film. A study of the image of Berlin in literature and film as a focal point of East-West tensions. Topics include the Wall as symbol, life in the divided city, emergence of East and West Berlin as cultural centers, and literary and cinematic challenge posed by a city of ever-changing status. (Writing-intensive.) All readings and classwork in English. No knowledge of German required.

[170S] Topics: Writing on the Wall—The Literary Path to Reunification. Study of recent works portraying life in the two Germanies and the ongoing transition to a united country. Perspectives on the Berlin Wall as symbol and reality; life in divided Berlin as representative of individual and national political developments, with resulting problems of identity. Texts by Böll, Grass, Maron, Schneider, and Wolf. All readings, films, and classwork in English. No knowledge of German required.

180S Fairy Tales, Myths, and Legends. A survey of German ballads, *Singspiele,* and narrative texts including representative works from the medieval age, the eighteenth and nineteenth centuries, and the modern age. Texts include *The Song of the Nibelungen* (considered both as a prose work and in its Wagnerian incarnation), fairy tales of the Brothers Grimm, Schubert's settings of Goethe's ballads, and Kafka's *Metamorphosis.* Works read not only as literary documents but as indices of the cultural, sociological, or political development of German-speaking lands. All texts and classwork in English. Malloy.

280F German Women Writers of the Twentieth Century. Study of the portrayals and experiences of women in post-World War prose and poetry by women writers in East and West Germany, Austria, and Switzerland. Topics include the quests for identity,

voice, and independence; examination of the emerging roles of women in the two Germanies; and radical experiments with gender identity. Readings include works by Ingeborg Bachmann, Sara Kirsch, Anna Seghers, and Christa Wolf, as well as selections from appropriate secondary sources. All texts and classwork in English. Groeppner.

Russian

Faculty
John Bartle
Franklin A. Sciacca (F)

The Department offers a complete program of instruction in the Russian language and a series of courses in Russian literature and culture in translation. The Department strongly recommends study in Russia on a semester program or for an academic year under the auspices of the American Collegiate Consortium Exchange Program. (For description, see Academic Programs and Services.)

110F Elementary Russian I. An introduction to the speaking, aural comprehension, reading, and writing of Russian. Intensive oral and written practice in classwork and homework. Four hours of class and oral practice. Bartle.

120S Elementary Russian II. Continuation of 110. Work in the speaking, aural comprehension, reading, and writing of Russian. Four hours of class and oral practice. Prerequisite, 110. Sciacca.

210F Intermediate Russian I. Systematic review of grammar and development of spoken and written skills. Practice in Russian phonetics and intonation. Four hours of class and oral practice. Prerequisite, 120 or equivalent. Bartle.

220S Intermediate Russian II. Continuation of 210. Development of conversation and written skills in Russian. Continued practice in phonetics and intonation. Four hours of class and oral practice. Prerequisite, 210. Bartle.

[300F] Advanced Russian I. Emphasis on conversation and composition. Viewing and discussion of video materials. Includes close reading and discussion of selected literary texts of the nineteenth century. Recommended for students who wish to improve their active command of Russian. Conducted entirely in Russian. Three hours of class and oral practice. Prerequisite, 220.

[330S] Advanced Russian II. Continuation of 300 with particular emphasis on active command of the spoken language. Includes close reading and discussion of selected literary texts of the twentieth century. Recommended for students who wish to improve their active command of Russian. Conducted entirely in Russian. Three hours of class and oral practice. Prerequisite, 300.

400F Seminar in Russian Language for Research. Designed to prepare students to use written and video sources in the Russian language for research purposes. Topics for readings include literary, critical, political, and historical texts, and the contemporary press. Practice in aural comprehension of Russian news media. Emphasis on reading and comprehension skills. Prerequisite, 330 or consent of instructor. Bartle.

Russian Literature and Civilization Courses in Translation

[170F] Book Banning in Russia and America: A Cross-Cultural Inquiry into the Nature of Censorship. Examination of censorship and book banning in twentieth century America and Russia. Topics discussed include blasphemy, pornography/obscenity, political persecution of writers, the free speech movement, and "political correctness." Close critical reading and examination of exemplary texts, artworks, and films. (Writing-intensive.) No knowledge of Russian required. (Next offered 1994-95.) Maximum enrollment, 20.

[188S] Voices from Beyond the Fourth Wall: Nineteenth and Twentieth Century Russian and East European Theater. Extensive survey of the plays, stagecraft,

and central figures in Slavic theater over the past two centuries. Readings by Gogol, Chekhov, Mayakovsky, Capek, Mrozek, Havel, and others. Examination of experimental and innovative techniques on the stage (Meyerhold and Stanislavsky) and on the screen (Eisenstein). No knowledge of Russian required.

[225F] Madness, Murder, and Mayhem: Nineteenth Century Russian Literature. Readings of representative works with emphasis on major literary movements, cultural history, and the development of new genres. Primary texts by Pushkin, Gogol, Turgenev, Dostoyevski, Tolstoy, and Chekhov, as well as some critical materials. (Writing-intensive.) No knowledge of Russian required. (Next offered 1994-95.) Maximum enrollment, 20.

226S The Russian Avant-Garde. Close analysis of significant examples of major literary and artistic movements of the first half of this century: Decadence, Symbolism, Cubo-Futurism, Rayonism, Suprematism, Constructivism, and Socialist Realism. Impact of the Russian Revolution on the artistic imagination, with emphasis on the recurring theme of the fate of the individual in a mass society. (Writing-intensive.) No knowledge of Russian required. Maximum enrollment, 20. Sciacca.

250S Russian Civilization: Unraveling the "Riddle Wrapped in a Mystery Inside an Enigma." An introduction to the civilization of Russia through an examination of the development of major social and cultural institutions. Study of principal achievements in the arts, literature, music, and film. Topics include Russia's ethnic and linguistic background, and the role of women in society. No knowledge of Russian required. Bartle.

[298S] Russian Fairy Tales, Myths, and Legends. An introduction to the folk literature and rituals of the East Slavic peoples. Emphasis on Slavic mythology, *byliny* (epic poetry), *skazki* (folktales), and "calendar" songs; traditions of the Russian Orthodox Church; puppetry, witchcraft rituals, and masking traditions. (Writing-intensive.) No knowledge of Russian required. (Next offered 1994-95.) Maximum enrollment, 20.

Government

Faculty
David C. Paris, *Chair*
Frank M. Anechiarico
Alfred L. Atherton
Vincent A. Auger (F)
Alan W. Cafruny (FS)
Carol A. Drogus (F)
Theodore J. Eismeier
Cheng Li (FS)
Laura R. Winsky Mattei
Stephen W. Orvis
William S. K. Reno
Kathleen E. Smith
Paul G. Wyckoff

Special Appointment
Sean Byrne

The Department offers concentrations in Government and in World Politics, as follows:

Government

Beginning with the Class of 1997, a concentration in Government consists of nine courses: two from among 112, 114, 116, and 117, with at least one of those two being writing-intensive, and seven at the 200 level or above. These seven must include one course at the 300 level and 550-551 (Senior Project). For the Classes of 1995 and 1996, a concentration in Government consists of 10 courses: three from among 112, 114, 116, and 117, and seven at the 200 level or above. These seven must include 550-551 (Senior Project). To qualify for honors in Government, a student must have an 88 average in departmental courses and have completed with distinction 550-551. A minor in Government consists of five courses, including at least two at the 200 level or above.

World Politics

A concentration in World Politics consists of 11 courses. The core requirements are 112 and 114, one course from 291 or 292, and 550-551 (Senior Project). To complete the concentration, students are also expected to study specific nations and regions in the international system by choosing one of the following six options:

International Relations. Government 386; three courses from 290, 340, 355, 381; two other courses in Anthropology, Economics, Government, History, or Sociology, chosen in consultation with the advisor and dealing with foreign areas and/or international relations. Government 386 should normally be completed by the end of the junior year.

Area Studies. Government 310 or 337; one of five area specialties, as follows, each of which requires competence in an appropriate language, chosen in consultation with the advisor, as demonstrated by successful completion of four semesters of language instruction. The fourth-semester language course counts as one course toward the concentration. Government 310 or 337 should normally be completed by the end of the junior year.

Africa: Four additional courses, including 218, chosen in consultation with the advisor;

Asia: Four additional courses, including 211, chosen in consultation with the advisor;

Latin America: Four additional courses, including 216, chosen in consultation with the advisor;

Russia and Eastern Europe: Four additional courses, including 213, chosen in consultation with the advisor;

Western Europe: Four additional courses, including 214 and 355, chosen in consultation with the advisor. Concentrators specializing in English-speaking European states will be expected to take 386 in place of a language.

Additional preparation in foreign languages and economics is recommended for students contemplating a career in international affairs.

To qualify for honors in World Politics, a student must have an 88 average in concentration courses and have completed with distinction 550-551.

Term in Washington Program

The Term in Washington Program combines regular academic study with the experience and understanding gained by working in congressional and executive offices. Four credits are awarded toward graduation, two of which (325 and 327) count toward a concentration in Government, and up to two may be counted toward a concentration in World Politics or Public Policy. To qualify for the program, a student must have taken at least one of the following: 221, 228, 251, 329, or 338. The program is not restricted to those concentrating in Government. It is also open to selected students from other colleges.

112F,S Comparative Politics. Introduction to the study of non-American national political systems, emphasizing authority, legitimacy, and processes of state- and nation-building. Comparison of alternate forms of political development in selected Western and non-Western countries. (Fall sections, writing-intensive.) Open to junior and senior non-majors with consent of instructor only. Maximum enrollment in each section, 22 (Fall); 45 (Spring). Orvis (Fall); Smith (Spring).

114F,S International Relations. Introduction to the theory and practice of world politics. Emphasis on the changing structure of the international system; the role of the nation-state and non-state actors; patterns of conflict and cooperation; the use of force, diplomacy, and ideology; the interplay between politics and economics. (Spring sections, writing-intensive.) Open to junior and senior non-majors with consent of instructor only. Maximum enrollment in each section, 45 (Fall); 22 (Spring). Byrne (Fall); Auger (Spring).

116F,S The American Political Process. Introduction to the study of American national institutions, the public policy-making process, and in general, the distribution of political power in American society. (Fall sections, writing-intensive.) Open to junior and senior non-majors with consent of instructor only. Maximum enrollment in each section, 22 (Fall); 45 (Spring). Eismeier (Fall); Winsky Mattei (Spring).

117F,S Introduction to Political Theory. Survey of selected political theorists from Plato to the present; examination of questions of liberty, equality, and justice. (Spring sections, writing-intensive.) Open to junior and senior non-majors with consent of instructor only. Maximum enrollment in each section, 45 (Fall); 22 (Spring). Paris.

[211S] Politics in China. Decline of Confucian China and problems of recreating political order. Topics include rise of the Communist Party, political organization and policy in the People's Republic, role of ideology, foreign relations, the politics of modernization, and China's increasing integration into the world economy. Prerequisite, 112 or 114. (Next offered in 1994-95.) Maximum enrollment, 35.

[212S] Politics in Japan. Origins of contemporary Japanese democracy, the socio-economic setting of politics, political institutions, policy problems of post-industrial society, and foreign relations. Prerequisite, 112 or 114. Maximum enrollment, 35.

213F Post-Soviet Politics. Examination of politics after the collapse of communism in the former Soviet Union, from historical and comparative perspectives. Focuses on the failure of Gorbachev-era reforms and the disintegration of the Union. Topics include the rise of ethnic politics, the creation of political parties, the dilemmas of combining marketization and democratization, and Russia's new role in the international arena. Prerequisite, 112 or 114. Maximum enrollment, 35. Smith.

214S Politics in Western Europe. Comparative study of post-World War II politics and government in several European countries, normally concentrating on Britain, France, and Germany. Topics include state and political institutions, state- and nation-building, social conflicts and consensus, political culture, and the interplay of politics

and economics. Some attention to international relations in Western European states. Assumes some prior knowledge of Western European history. Prerequisite, 112 or 114. Maximum enrollment, 35. The Department.

216S Politics in Latin America. Comparative and historical approach to analyzing the political process in contemporary Latin America. Focuses on nature of authoritarian regimes and the current process of redemocratization. Topics include the role of the military and state, popular resistance to military rule, human rights, and political problems of economic development. Prerequisite, 112 or 114. Maximum enrollment, 35. Drogus.

[218S] Politics of Africa. Comparative examination of the domestic politics of sub-Saharan Africa. Central focus on explaining the recent rise of multi-party democracy across the continent and its future prospects. Examination of the colonial legacy, the nature of the African state, ethnic conflict, class divisions, the role of the military, and the problems of economic underdevelopment (particularly debt and the agrarian crisis). Prerequisite, 112 or 114. (Next offered in 1994-95.) Maximum enrollment, 35.

[221S] Political Parties and Interest Groups. Examination of the role of interest groups and political parties in the United States. Competition within and between political parties; theories of partisan realignment. Interest groups in democratic theory and practice. Prerequisite, 116. Maximum enrollment, 35.

224S Southern Africa in Transition. Examination of the rise and fall of apartheid in South Africa and its effects on the region. Includes a historical look at the economic and racial underpinnings of apartheid, how and why it has finally been forced to change, and prospects for the transition to a new society; a comparative discussion of apartheid's effect in Angola and Mozambique; and the role of U.S. foreign policy and the Cold War in the region; and the end of similar systems in Zimbabwe and Namibia. Prerequisite, 112 or 114. Maximum enrollment, 35. Orvis.

227S State and Local Politics. Analysis of politics in American states and localities, including elections, party systems, political institutions, and policymaking. Perspectives on federalism. (Writing-intensive.) Prerequisite, 116. Maximum enrollment, 20. Eismeier.

230F Data Analysis. Introduction to practical data analysis. Focuses on basic skills needed to begin, engage in, and interpret research done in political science and public policy. Includes statistical and computer analyses. Prerequisite, 112, 114, or 116. Not open to students who have taken Economics 265. Maximum enrollment, 35. Wyckoff.

239S Gender and Politics in Latin America. How does gender influence the incorporation of citizens into the processes of political and economic development in Latin America? What implications does women's activism hold for women and for politics? Examines several theories of gender difference and their implications for women's politics. Specific topics include suffrage and the definition of citizenship, women's status under various types of political and economic regimes, elite and working class women's organizations, and the meaning of feminism in Latin America. (Writing-intensive.) Prerequisite, 112 or one course in Women's Studies. Maximum enrollment, 20. Drogus.

241S Survey of Constitutional Law. Analysis of constitutional doctrines through major cases. Function of the Supreme Court as an instrument of government and arbiter of public policy. Doctrines include judicial review, federalism, interstate commerce, due process, and questions of individual rights. Prerequisite, 116 or a course in American history. Maximum enrollment, 35. Anechiarico.

251S Introduction to Public Policy. For full description, see Public Policy 251. Prerequisite, Economics 110. Open to juniors and seniors with consent of instructor. Maximum enrollment, 40. Wyckoff.

[260S] Ethics and Politics in Ancient Greece and Rome. For full description, see Classical Studies 260.

270S Democratic Theory. Analysis of the idea of democracy, traditions of democratic theory (liberal, Marxist, elitist), and current problems of democracy in practice.

Topics include liberty and equality, community power, participation, and bureaucracy. Prerequisite, 117 or consent of instructor. Maximum enrollment, 35. Paris.

275F Politics of Revolution. Theoretical and comparative examination of the changing notion of revolutions. Central focus on explaining outcomes of revolutionary struggles, charting their paths, costs, and achievements in diverse locations, eras, and cultures. Prerequisite, 112 or 114. Maximum enrollment, 40. Reno.

280F The Politics of Gender. The impact of gender on politics, particularly in the United States. Differences between women and men, the value of studying politics from a female perspective, and the differences among women and men themselves. Topics include differences and changes in political socialization, communication, media coverage, public opinion and voting behavior; women as public leaders; gender and competing for elective office; the existence and importance of women's issues; and public policy and gender. (Writing-intensive.) Prerequisite, 116. Maximum enrollment, 20. Winsky Mattei.

[290F] U.S. Foreign Policy. Theories and approaches to the explanation of postwar U.S. foreign policy. Topics include the Cold War, detente, and U.S. intervention in the Third World. Some attention to contemporary issues. Prerequisite, 114. (Next offered in 1994-95.) Maximum enrollment, 35.

291S Political Economy of North-South Relations. Issues of international political economy with a focus on interactions between the industrialized states and the Third World. Topics include the evolution of the modern world economy, imperialism and dependency, aid and trade relations, environmental issues, debt, food resources, and multinational corporations. Prerequisite, 114. Maximum enrollment, 35. Reno.

292F Economic Relations Among Industrialized States. The politics of economic relations, with emphasis on Europe, Japan, and the United States. Topics include monetary and financial relations, trade, multinational corporations, and regional integration. Foreign economic strategies of the industrial states also considered in comparative perspective, with an emphasis on the determinants of industrial competitiveness. Prerequisite, 114 or consent of instructor. Maximum enrollment, 40. Reno.

310S Comparative Political Development. Analysis of the process of political and economic development. Issues covered include ethnic conflict, revolution, development of democracy and dictatorship, agrarian change, peasants in politics, industrial development and NICs. (Writing-intensive.) Prerequisite, 112 or 114. Maximum enrollment, 20. Orvis.

311F Transitions to Democracy. Investigation of ideas of democracy and democracy in practice through the analysis of the breakdown of democratic regimes and transitions to democracy. Focuses on modern transitions in Latin America and Southern and Eastern Europe. Problems considered include the role of elites in transition, the resurgence of civil society, and military intervention. Prerequisite, 112 or consent of instructor. Maximum enrollment, 35. Smith.

[314S] Change in Communist Regimes. Problems of reform and transformation in communist political systems. Examines the Stalinist economic and political model established in the U.S.S.R., Eastern Europe, and the People's Republic of China, and the reasons for its decline. Considers possible futures for the socialist countries, including "new authoritarianism," market-oriented democracies, or a resurgence of Marxism-Leninism. Prerequisite, 112 or consent of instructor. (Next offered 1994-95.) Maximum enrollment, 35.

317S Seminar on the Middle East. Examination of the historical origins of the crisis in the Mideast and current diplomatic efforts to resolve it. Analysis of domestic influences of foreign policy in the U.S., Israel, and the Arab states, and recent developments in the Palestinian-Israeli conflict. Prerequisite, 112 or 114, and consent of the Department. Maximum enrollment, 12. Atherton.

318S The Politics of Cultural Pluralism. Comparative study of the growing role of cultural pluralism—ethnic, racial, religious, and caste groups—in the politics of many states. Topics include theories of group identity formation and policies to manage those identities within the context of nation-states. Case studies of India, South Africa, and Canada. Maximum enrollment, 35. Reno.

321F Term in Washington: Congressional and Executive Internships. Two consecutive six-week internships; first, in either the office of a member of Congress or with the staff of a congressional committee; second, in a federal administrative office. Interns are to assume some operational responsibility in each office and gain a perspective on legislative and executive roles in the public policy process. For prerequisites, see above. Does not count toward the concentration. Offered credit/no credit only. Anechiarico.

323F Term in Washington: Intern Participant-Observation. Participants in the program will be asked to evaluate their experience in government offices through a series of group discussions and papers focused on particular aspects of the internships. Does not count toward the concentration. Anechiarico.

325F Term in Washington: Seminar. An academic seminar focusing on the public policy process and national issues. Anechiarico.

327F Term in Washington: Independent Research. Preparation and presentation of independent research on a problem related to public policy issues. Use of Washington's unique human and data resources required. Anechiarico.

328F Strategy in Politics. Focuses on the importance of procedures and rules, including election and electoral laws, in determining how preferences are translated into political outcomes. Also, some discussion of practical political strategies. Includes some theory and case studies from the United States and other political systems. Prerequisite, 112 or 116. Maximum enrollment, 35. Winsky Mattei.

[329F] The American Electoral Process. Examination of the various components of the American electoral process, including voting behavior, the role of issues, money, political parties, candidates, and the mass media. Focuses on national politics, particularly contemporary presidential elections. Prerequisite, 116. (Next offered 1995-96.) Maximum enrollment, 35.

334S Congress and the Presidency. Examination of sources of cooperation and conflict between the legislative and executive branches of government, including constitutional arrangements, elections, institutional structures, and political parties. Analysis of presidential leadership and congressional decision-making in foreign and domestic policy. Prerequisite, 116. Not open to students who have completed 228. Maximum enrollment, 35. Eismeier.

[335S] The Criminal Justice System. A survey of the laws and institutions that comprise the criminal justice system in the United States. Study of leading constitutional cases on criminal due process and critical analysis of leading theories on the causes and control of criminal behavior. Particular attention to police behavior and the evolution of correctional policy and institutions. (Writing-intensive.) Prerequisite, 241. Maximum enrollment, 20.

[337S] Politics of Industrial Societies. The political economy of the advanced capitalist states of Europe, North America, and Japan. Concentrates on state regulation of the economy (state intervention and industrial policy), social welfare and distributive issues, and the effects of various patterns of political and social division on policy results. (Writing-intensive.) Prerequisite, 112 or 116 or 214. Maximum enrollment, 20.

338S American Public Administration. Analysis of the history, structure, and political influence of public administration in the United States. Consideration of all levels of government with special attention to the influence of reform movements on the development of federal and local administration. Topics include corruption and ethics regulation, public contracting and the organization of public works, and public personnel policy. Prerequisite, 116 or 251. Maximum enrollment, 35. Anechiarico.

[340S] East Asian International Relations. Examination of structural, cultural, ideological, and organizational factors that have shaped foreign policy of East Asian countries since World War II. Topics include the rise of Japan and the NICs (Newly Industrialized Countries), the Japan-U.S. economic conflict and cooperation, China's open door policy, the possibility of a Pacific Economic Community, and regional security issues. Emphasis on the interaction of politics and economics, the linkages between domestic and foreign policies, and the interdependence of major powers and small states. Prerequisite, 112 or 114. (Next offered 1994-95.) Maximum enrollment, 35.

[341S] China's Cultural Revolution. Analysis of the causes, dynamics, and consequences of the Chinese Cultural Revolution (1966-76). Emphasis on the role of the individual (Mao), institution, and ideology. Readings include social science studies and literary works, written by both foreign observers and Chinese witnesses. Also, comparison with other violent social movements in the twentieth century. (Writing-intensive.) Prerequisite, 112 or 114. (Next offered in 1994-95.) Maximum enrollment, 20.

355S The European Community in World Affairs. Examination of the origins and development of the European Community. Topics include theories of economic and political integration; evolution of EC institutions; relations between the EC and the United States, Eastern Europe, and the Third World; development of the European monetary system; problems of European political cooperation. (Writing-intensive.) Prerequisite, 112 or 114. Maximum enrollment, 20. The Department.

361F Urban Economics, Politics, and Public Policy. For full description see, Public Policy 361. Prerequisite, Econonmics 110. Maximum enrollment, 35. Wyckoff.

365S Political Sociology. For full description, see Sociology 365. Prerequisite, one course in social science or consent of instructor. Gülalp.

374S War and Politics. Examination of competing theoretical approaches and empirical evidence concerning the sources, nature of, and consequences of armed interstate conflict. Examples drawn from historical and contemporary cases. (Writing-intensive.) Prerequisite, 114. Maximum enrollment, 20. Auger.

375F Politics and Ideology in Public Education. Examination of reform movements in public education. Discussion of purpose(s) of public education in a liberal society and political conflicts over education. Prerequisite, 116 or 117, or consent of instructor. Maximum enrollment, 35. Paris.

[376S] American Political Tradition. Examination of American values and their roles in the political system. Emphasis on the relationship between American ideals and American institutions. Prerequisite, 116 or 117, or consent of instructor. Maximum enrollment, 35.

[381S] National Security and Defense Policy. Examination of the use of force in the international system, with emphasis on postwar American planning and strategy. Topics include nuclear deterrence and war-fighting, NATO, the Vietnam war, the politics of weapons procurement, and the impact of technological change on military competition. Prerequisite, 114; 290 strongly recommended. (Next offered 1994-95.) Maximum enrollment, 35.

382S Topics in Public Policy. For full description, see Public Policy 382. (Writing-intensive.) Prerequisite, Public Policy 251. Maximum enrollment, 20. Wyckoff.

[386F] Theories of International Relations. Survey of competing approaches to the study of international politics. Realism, Marxism, transnationalism and regime analysis, and the problem of international system transformation. Some attention to research methods. Should be completed by the end of the junior year. Prerequisite, 114. (Next offered 1994-95.) Maximum enrollment, 35.

550-551 Senior Project. A two-semester senior project, culminating in a thesis. Required for all concentrators in the Department. Open to concentrators only. The Department.

Greek, Ancient

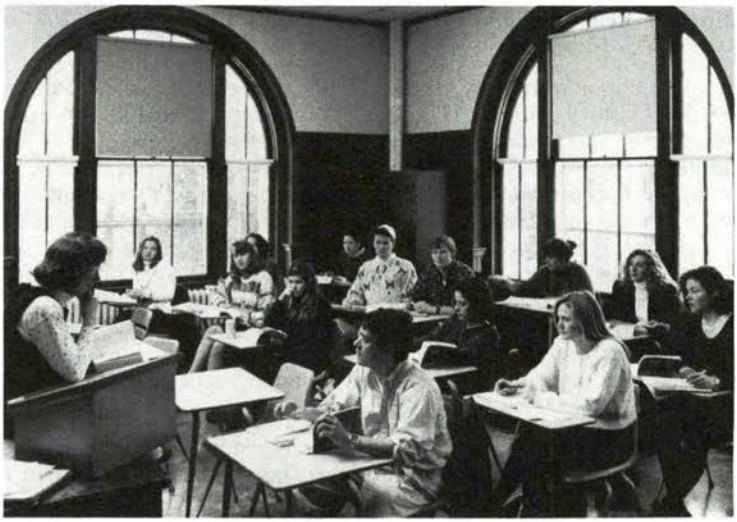
See Classics.

Greek, Modern

See Critical Languages.

Hebrew, Modern

See Critical Languages.



History

Faculty
Esther S. Kanipe, *Chair*
Douglas Ambrose
Thomas W. Burkman
Allison G. Dorsey-Ward
Anne E. Gorsuch
Maurice Isserman
Alfred H. Kelly
Maureen C. Miller
Robert L. Paquette
Eugene M. Tobin
Thomas A. Wilson (F)

Special Appointment
Philip A. Bean
Ann S. Blum

A concentration in History consists of 10 courses. Each concentrator must take a 100-level history course at Hamilton. No more than two 100-level courses may count toward the concentration. An Advanced Placement credit in History may be substituted for the second 100-level course. At least four courses must be at the 300 level or higher. A concentrator's history courses should provide acquaintance with a minimum of three areas (Africa, Asia, Europe, Latin America, Russia, the United States), and experience in depth in one of them. Beginning with the Class of 1995, no more than one 100-level course may be counted toward the concentration. The Department encourages concentrators to develop competence in a foreign language and to use this competence, where appropriate, in their historical reading and research.

Concentrators may fulfill the Department's Senior Program requirement through satisfactory completion of either of the following options:

Research Seminar (401-403: one course credit each)
Concentrators may fulfill the Senior Program requirement through satisfactory completion of one 400-level research seminar. These courses may emphasize the critical evaluation of scholarship in a specific field, culminating in a historiographic essay, or primary research, culminating in an original essay.

Senior Thesis (550: one course credit)
Concentrators with a departmental grade point average of 88 or higher may, with the permission of the Department, pursue an individual project under the direct supervision of a member of the Department.

Students may earn departmental honors through distinguished achievement in their coursework, including 550. A minor in History consists of five courses, of which only one can be at the 100 level and at least one must be at the 300 level or higher, as approved by the Department.

102F Atlantic World in the Era of the Slave Trade. Survey of the development of the world economy from the fifteenth to the nineteenth centuries, with emphasis on the interrelations of Western Europe, Africa, and the Americas. Stress on basic skills in the study of history. Maximum enrollment, 45. Paquette.

103F Trade, Travel, and Conquest in the Mediterranean, 500-1500. Introduction to the cultures and political entities that ringed the Mediterranean in the Middle Ages. Emphasis on cultural, political, and economic interaction of Byzantium, the Islamic World, and Western Europe. Topics include the rise of Islam and its effects; pre-modern political organization (empires, caliphates, and kingdoms); travelers and traders (Marco Polo and Ibn Battuta); Holy War (the Crusades and the rise of Saladin); piracy. Stress on basic skills in the study of history. Maximum enrollment, 45. Miller.

105F Introduction to East Asian Cultures: China and Japan. General introduction to the cultures of China and Japan, with emphasis on the distinctive characteristics of each. Lectures on religio-philosophical and literary developments, political institutions, social and gender hierarchies, and the Chinese and Japanese languages. Stress on basic skills in the study of history. Maximum enrollment, 45. Burkman.

[106F] European Revolutions, 1789-1945. Survey of nineteenth and twentieth century revolutions in Europe, concentrating on political, economic, social, and cultural causes of revolution, and the impact of revolutions on the development of modern society. Stress on basic skills in the study of history. Maximum enrollment, 40.

[107S] Modern European Jewish History. An introduction to European Jewish history beginning with the French Revolution and ending with the Holocaust. Examination of the major themes of emancipation, assimilation, Zionism, and the Final Solution, highlighting the internal dynamics and external influences on the historical development of European Jewry. Stress on basic skills in the study of history. Maximum enrollment, 40.

[108S] The Colonial Expansion of Europe, 1400-1713. Survey of European colonial expansion, especially into the Western hemisphere. Topics include internal forces encouraging expansion, relations with and impact on indigenous peoples, settlement patterns, development of colonial empires, rise of slavery and unfree labor, and question of colonial identity and relation to European nations. Stress on basic skills in the study of history. Maximum enrollment, 40.

109S The Emergence of Modern Western Europe, 1500-1815. Survey of transformation of Western Europe from the Renaissance through Napoleon. Focuses on social, political, economic, and intellectual developments; examination of primary sources and secondary studies. Stress on basic skills in the study of history. Maximum enrollment, 40. Ambrose.

[110S] The Civilization of Greece and the Near East. For full description, see Classical Studies 110. (Next offered 1994-95.)

[111F] Women in Modern Europe. Survey of the history of European women since the Middle Ages; evolution of women's roles in families, employment, and communities; women's struggles as religious, revolutionary and/or feminist rebels. Stress on basic skills in the study of history. Maximum enrollment, 40.

[113F] Making of the Modern Middle East. Introduction to the politics and cultures of the Middle East and North Africa during the nineteenth and twentieth centuries. Topics include European imperialism, Arab nationalism, Zionism, oil politics, Islamic fundamentalism, and the peace process. Stress on basic skills in the study of history. Maximum enrollment, 40.

[114S] Europe and the Cold War. Examination of Europe's role in the struggle between the U.S. and the U.S.S.R. from 1945 to 1990, and the effect the Cold War had on European political, economic, intellectual, and social developments. Stress on basic skills in the study of history. Maximum enrollment, 40.

115S State and Society in Russia. Introduction to the history of Russia, with emphasis on the daily life experiences of ordinary people from the Imperial period to the present. Focuses on rural life, industrialization and urbanization, the working class, and women and the family. Stress on basic skills in the study of history. Maximum enrollment, 40. Gorsuch.

117S Europe since 1815. A survey of European history in a global context since the Napoleonic period. Focuses on political, social, economic, and cultural developments. Stress on basic skills in the study of history. Maximum enrollment, 40. Kelly.

119F American Immigration History. Exploration of the causes and history of immigration to the United States beginning with the colonial period. Topics include patterns of settlement, religion, machine politics, ethnic nationalism, interaction between ethnic groups, nativism, and labor unionization. Stress on basic skills in the study of history. Maximum enrollment, 45. Bean.

120F Roman Civilization. For full description, see Classical Studies 120. Maximum enrollment, 40. Haley.

121S America in the World Arena, 1890-1990. Examination of the rise of America to the status of world power and the domestic consequences of America's expanded international role. Topics include the Spanish-American War, relations with Great Britain and Germany, the ethnic factor in American foreign policy making, the First World War, isolationism, the Second World War, and the Cold War. Stress on basic skills in the study of history. Maximum enrollment, 45. Bean.

201S Introduction to American Studies. For full description, see American Studies 201. (Writing-intensive.) Prerequisite, one 100-level history course, or English 150 or 200. Maximum enrollment, 20. Isserman.

203F African-American History to 1865. A survey of the social, political, and economic history of African-Americans from the 1600s to the Civil War. Focuses on slavery and resistance, racism, the family, women, and cultural contributions. Prerequisite, one 100-level history course, or Africana Studies 101, or consent of instructor. (Same as Africana Studies 203.) Maximum enrollment, 40. Dorsey-Ward.

204S African-American History from 1865 to the Present. The experiences of the African-American community from Reconstruction, through industrialization and Northern migration, the Harlem Renaissance and Pan-Africanism, to the World Wars and the civil rights movement. Analysis of the construction of "race" in each period and the diversity of the black experience in America. Prerequisite, one 100-level history course, or Africana Studies 101, or consent of instructor. (Same as Africana Studies 204.) Maximum enrollment, 40. Dorsey-Ward.

206F Medieval Europe. A survey of Western Europe in the Middle Ages, concentrating on the development of political, social, and religious institutions and medieval contributions to Western cultural traditions. Prerequisite, one 100-level history course. Maximum enrollment, 40. Miller.

[212S] Modern Germany: 1789 to the Present. Political, cultural, and social developments, with emphasis on the authoritarian versus the liberal tradition, unity and modernization, the World Wars, Nazi tyranny, postwar division, and unification. Prerequisite, one 100-level history course. (Offered in alternate years.) Maximum enrollment, 40.

214F France since 1789. A survey of developments in state-society relations in modern France, with an emphasis on political revolutions, long-term economic transformations, changing roles of class and gender in social organization, and impact of the World Wars. Prerequisite, one 100-level history course. (Offered in alternate years.) Maximum enrollment, 40. Kanipe.

218S Europe in the Twentieth Century. Social, economic, and demographic developments in Europe since 1900. Emphasis on the impact of the two World Wars, the Great Depression, authoritarianism, post-industrial society and the welfare state, and the collapse of colonial empires. Prerequisite, one 100-level history course. (Offered in alternate years.) Maximum enrollment, 40. Kanipe.

221F Imperial Russia. The Russian Empire from Peter the Great to 1917. Special emphasis on autocratic politics, social and cultural development, and the rise of an industrial working class and revolutionary intelligentsia. Prerequisite, one 100-level history course. Maximum enrollment, 40. Gorsuch.

222S The Soviet Union. The collapse of the Tsarist regime and the establishment of a Bolshevik party-state, industrialization and Stalin's dictatorship, and the U.S.S.R. from World War II to the present. Prerequisite, one 100-level history course. Maximum enrollment, 40. Gorsuch.

225F Modern European Intellectual History: 1600-1830. Origins and development of the modern Western mind. Emphasis on the Scientific Revolution, modern political theories, the rise of secularism, the Philosophes and the Enlightenment, romanticism, conservatism, nationalism, and German idealism. Prerequisite, one 100-level history course. Maximum enrollment, 40. Kelly.

226S Modern European Intellectual History: 1830 to the Present. Intellectual responses to the modern world. Emphasis on liberalism, positivism, Marxism, Darwinism, racism, the challenge of Nietzsche, the rise of social sciences and historicism, discovery of the unconscious, the problem of the masses, fascism, communism, and existentialism. Prerequisite, 225 or consent of instructor. Maximum enrollment, 40. Kelly.

[228S] The Family in Modern History. A study of marriage, sex, and the family from the sixteenth through the nineteenth centuries in Europe and America. Prerequisite, one 100-level history course. (Offered in alternate years.) Maximum enrollment, 40.

241F American Colonial History. A survey of early America from European contact through the Revolution, with emphasis on Indian relations, settlement patterns, political, economic, and social development, religious and cultural life, and regional similarities and differences. Prerequisite, one 100-level history course. Maximum enrollment, 40. Ambrose.

242S The Old South: From Colony to Nation. Examination of the development of Southern society from European settlement through the Confederacy. Emphasis on evolution of slavery; political development; religious, intellectual, and cultural life; slave life and resistance; gender and family relations; secession; and the legacy of Southern history. Prerequisite, one 100-level history course. Maximum enrollment, 40. Ambrose and Paquette.

[246S] American Diplomatic History. A survey of American diplomacy, with emphasis on the political, economic, and ideological factors that influenced the formulation of foreign policy and the conduct of foreign affairs. Prerequisite, one 100-level history course. Maximum enrollment, 40.

248F African Dimensions in Latin America. For full description, see Africana Studies 248. Prerequisite, 102 or 108, or Africana Studies 101. Maximum enrollment, 20. J. Dorsey.

251S Nineteenth Century America. A survey of American life from 1789 to 1900, with emphasis on the origins of political parties, the growth of democracy, sectional conflict and war, and the transformation of America from an agrarian to an industrial state. Prerequisite, one 100-level history course. Maximum enrollment, 40. Paquette.

253F Recent American History. A survey of developments in American political, economic, and social life, and the role of the United States in world affairs since 1900. Emphasis on conflict and consensus through peace and war, conservatism and liberalism within the political mainstream, and problems of contemporary America. Prerequisite, one 100-level history course. Maximum enrollment, 40. Isserman.

260F Latin America. A survey of the forces that have shaped Latin American societies, with an emphasis on the modern period. Examination of changes and continuities in the hispanicization and resistance in indigenous communities, the role of religion in society and politics, dependency and underdevelopment, race and gender in national identity, and urban and rural popular and political cultures. Prerequisite, one 100-level history course. Maximum enrollment, 20. Blum.

[265S] The Worker in American History. An exploration of the social history of work and working people from the Industrial Revolution to today's "deindustrialization." Examination of worker aspirations, actions and organizations, and changes in labor force with the entrance of immigrants, women, and minorities; evaluation of employer labor policies, government initiatives, and economic developments on the lives of workers. Prerequisite, one 100-level history course. Maximum enrollment, 40.

270F Cultural and Political Traditions of Japan. Survey from late prehistoric times to the unification of Japan under the Tokugawa government. Focuses on the interplay between native and foreign cultures in early Japan, political and social tensions

between regional power and central authority, and the role of Shinto and Buddhism in Japanese culture. Prerequisite, one 100-level history course. (Offered in alternate years.) Maximum enrollment, 40. Burkman.

[272S] Modern Japan: 1600 to the Present. Survey from the unification of Japan under the Tokugawa government to the economic reconstruction after World War II. Focuses on the social impact of economic reforms on the samurai class, nativism and nationalism, fascism and the Pacific War, and Japan's rise to a world economic power. Prerequisite, one 100-level history course. (Offered in alternate years.) Maximum enrollment, 40.

[277S] Conservative Thought in the United States. A survey of important conservative thinkers and their writings, from the Founding Fathers to the New Right. Prerequisite, one 100-level history course. (Offered in alternate years.) Maximum enrollment, 40.

[280F] Cultural and Political Traditions of China. Survey from the late neolithic cultures to the consolidation of empire in late imperial times. Consideration of such topics as feudalism in ancient China, Confucianism, Taoism, and Buddhism; the decline of aristocratic rule and the emergence of the Confucian gentry and civil bureaucracy in late medieval times. Prerequisite, one 100-level history course. (Offered in alternate years.) Maximum enrollment, 40.

285S Modern China: 1644 to the Present. Survey from the height of imperial power in the Ch'ing dynasty to the early post-Mao era. Consideration of such topics as the intellectual reforms in the Ch'ing; the arrival of the Western powers; Marxism and Maoism and the revolution: from opposition to the monarchy and anti-imperialism to civil war and social transformation. Prerequisite, one 100-level history course. (Offered in alternate years.) Maximum enrollment, 40. Wilson.

289S Renaissance and Reformation Europe. A survey of Western Europe in the fifteenth and sixteenth centuries, focusing on the Humanist movement and its relation to religious Reformations, Protestant and Catholic. Prerequisite, one 100-level history course. (Offered in alternate years.) Maximum enrollment, 40. Miller.

[301S] The Philosophy of History. An examination of such enduring issues as causation, general laws, fact and explanation, objectivity, pattern and meaning, uniqueness, and the role of the individual. Readings from classic and contemporary texts, with emphasis on the practical, historiographical implications of philosophical theories. (Writing-intensive.) Prerequisite, two 200-level history courses or one 100-level history course and one course in Philosophy. (Same as Philosophy 301.) Maximum enrollment, 20.

302F Black Reconstruction. An in-depth study of the post-Civil War Reconstruction of the American South from the perspective of the African-American community. Focuses on W.E.B. DuBois's classic work, *Black Reconstruction in America*, with specific treatment of reconstruction in Alabama, South Carolina, and Georgia. Discussion of African-American community development and organization in the face of growth of a legal and social system of racial segregation and repression. Analysis of the community's goals and achievements within the framework of the larger American society, with special emphasis on the socio-economic traditions and culture of African-American population. (Writing-intensive.) Prerequisite, 203 or 251, or consent of instructor. (Same as Africana Studies 302.) Maximum enrollment, 20. Dorsey-Ward.

304S The French Revolution. A detailed examination of the French Revolution, including its origins, events, and key personalities, and its consequences socially, politically, and economically. Special attention to historiographical issues. (Writing-intensive.) Prerequisite, 214 or 225, or consent of instructor. Maximum enrollment, 20. Kanipe.

306S Topics in Medieval History. Topic for 1993-94: The Medieval and Modern Family. Selected issues in the history of medieval Europe. Seminar on how historians have approached the study of the family, sex, and marriage in the pre-modern world;

emphasis on conflicting interpretations and problematic sources. (Writing-intensive.) Prerequisite, 206 or consent of instructor. Maximum enrollment, 20. Miller.

310S African-American Women's History. General survey of the history of African-American women from colonial times to the present. An examination of the uniqueness of the black female experience through the lens of the intersection of race, class, and sex in American society. Study of the lives of black women from slavery to Reconstruction, northern migration, the Civil Rights movement, and the development of a contemporary black feminism. Primarily a historical treatment, with inclusions of literature and political commentary from black women writers and activists. (Writing-intensive.) Prerequisite, 203 or 204, or consent of instructor. (Same as Africana Studies 310 and Women's Studies 310.) Maximum enrollment, 20. Dorsey-Ward.

314F Nazi Germany. Origins of the Nazi movement, Hitler and the Nazi Party, daily life in the Third Reich, origins and causes of World War II, and the Holocaust. (Writing-intensive.) Prerequisite, 212 or 218, or consent of instructor. (Offered in alternate years) Maximum enrollment, 20. Kelly.

[322S] Studies in Russian Intellectual Dissent. An examination of the social, philosophical, and ethical foundations of intellectual opposition in Russia and the Soviet Union from the 1820s to the present. (Writing-intensive.) Prerequisite, 221 or 222, or consent of instructor. Maximum enrollment, 20.

[326S] The Great Depression: 1929-1941. An intensive examination of the greatest economic collapse in American history, and its political, social and cultural implications. Topics include the crash of 1929, Franklin Roosevelt and the New Deal, radicalism on the Right and the Left, the rise of labor, popular nationalism, and social realism in literature and art. (Writing-intensive.) Prerequisite, 253 or consent of instructor. Maximum enrollment, 20.

[329F] Seminar in European Intellectual History. A detailed study of the works and influence of an individual seminal thinker or school of thought. (Writing-intensive.) Prerequisite, 225 or 226, or consent of instructor. (Offered in alternate years.) Maximum enrollment, 12.

[338F] Topics in Chinese History. (Writing-intensive.) Prerequisite, 280 or 285, or consent of instructor. Maximum enrollment, 20.

[340F] Studies in Twentieth Century Europe. Examination of a topic in the history of twentieth century Europe. (Writing-intensive.) Prerequisite, one 200-level course in European history or consent of instructor. Maximum enrollment, 20.

[341F] Studies in American Colonial History. Selected problems in colonial history, with emphasis on the Revolutionary period. (Writing-intensive.) Prerequisite, 241. Maximum enrollment, 20.

343S Seminar: Revolutionary America. Examination of American society, 1760-1790. Emphasis on internal tensions; imperial relations; revolutionary movement, war, and its consequences; independence and establishment of new political and social order. (Writing-intensive.) Prerequisite, 241 or consent of instructor. Maximum enrollment, 12. Ambrose.

344F Studies in Women's History. Topic for 1993-94: Revolutionary Women Since 1789. Examination of a topic in the history of European and North American women. (Writing-intensive.) Prerequisite, one 200-level course in European or American history, or one 100-level history course and one course in Women's Studies, or consent of instructor. (Same as Women's Studies 344.) (Offered in alternate years.) Maximum enrollment, 20. Kanipe.

345F Studies in Russian History. Topic for 1993-94: Culture and Society in Revolutionary Russia, 1910-1934. (Writing-intensive.) Prerequisite, 221 or 222, or consent of instructor. Maximum enrollment, 20. Gorsuch.

[346S] Studies in American Diplomatic History. Major themes in American diplomatic history, with an emphasis on Manifest Destiny and mission in the conduct of foreign affairs. (Writing-intensive.) Prerequisite, 246. Maximum enrollment, 20.

348S Canon and Anti-Canon in American Religious History. For full description, see Religious Studies 348. Prerequisite, one course in American history. Maximum enrollment, 20. D'Agostino.

350F Slavery and the Civil War. A study of the causes and consequences of the Civil War, with emphasis on antebellum society, sectional tensions, Abraham Lincoln, and military strategy. (Writing-intensive.) Prerequisite, 251, or Africana Studies 101, or consent of instructor. (Same as Africana Studies 350.) Maximum enrollment, 20. Paquette.

[352S] Women and the American Social Reform Tradition. An examination of women's participation in the issues and movements that have shaped American politics and society from the eighteenth through the twentieth centuries. Topics include women in the early republic, evangelical Protestantism, temperance, women's rights and women's suffrage, abolitionism and women's participation in the Civil War, populism and progressivism, settlement houses, the labor movement, the New Deal, civil rights, and the women's liberation movement. (Writing-intensive.) Prerequisite, 251 or 253, or consent of instructor. (Same as Women's Studies 352.) Maximum enrollment, 20.

353S Seminar in Recent U.S. History. Topic for 1993-94: Sixties America. An in-depth examination of a critical period in recent U.S. history, with special attention to the civil rights movements, the Vietnam War, campus protest, and the origins of the women's movement. (Writing-intensive.) Prerequisite, 253 or consent of instructor. (Offered in alternate years.) Maximum enrollment, 20. Isserman.

[355S] Topics in Nineteenth Century American History. (Writing-intensive.) Prerequisite, 251 or consent of instructor. Maximum enrollment, 20.

[356S] Contemporary America. An intensive analysis of the major political, social, and intellectual changes in American society since 1933. Special attention to the New Deal reforms of the 1930s, the diplomatic and domestic impact of World War II, the origins of the Cold War and McCarthyism, the fate of democratic liberalism from Truman to Reagan, and the successes and failures of the civil rights, anti-war, and feminist movements. (Writing-intensive.) Prerequisite, 253. Maximum enrollment, 20.

359S Studies in American Progressivism. An intensive study of the major political, social, and intellectual transformations in American society between 1890 and 1940. Emphasis on the Progressive Era, World War I, the era of alleged "normalcy" in the 1920s, the Great Depression, and the New Deal. (Writing-intensive.) Prerequisite, 253. Maximum enrollment, 12. Tobin.

360S Topics in East Asian History. Topic for 1993-94: Ritual in Chinese culture and society. (Writing-intensive.) Prerequisite, 280 or 285, or consent of instructor. Maximum enrollment, 20. Wilson.

372S The Crusades. Examination of the expansion of Western Europe into the Eastern Mediterranean through the crusading movement. Emphasis on the development of the concept of Holy War; cultural conflict and assimilation; and the social, economic, political, and religious conditions in Western Europe that gave rise to the Crusades. (Writing-intensive.) Prerequisite, 206 or consent of instructor. Maximum enrollment, 20. Miller.

[375F] Topics in Japanese History. (Writing-intensive.) Prerequisite, 272 or consent of instructor. Maximum enrollment, 20.

378F Topics in American Biography. Examination of biography as a form of historical writing. Emphasis on author's interpretation of subject's relation to historical context, varieties of biographical methods, role of individual in American history, and subject's relation to ideas of "America" and "American." (Writing-intensive.) Prerequisite, one 200-level course in American history. Maximum enrollment, 20. Ambrose.

380F Seminar in American Studies. For full description, see American Studies 380. (Writing-intensive.) Prerequisite, American Studies 201 or consent of instructor. Maximum enrollment, 12. Isserman.

401F,S Research Seminar in American History. Critical evaluation of scholarship in a selected topic culminating in a historiographic essay, or primary research in a selected topic culminating in an original interpretive essay. Senior Program option. Prerequisite, concentration in History or consent of instructor. Open to seniors only. Maximum enrollment in each section, 12. The Department.

402F,S Research Seminar in European History. Critical evaluation of scholarship in a selected topic culminating in a historiographic essay, or primary research in a selected topic culminating in an original interpretive essay. Senior Program option. Prerequisite, concentration in History or consent of instructor. Open to seniors only. Maximum enrollment in each section, 12. The Department.

403F Research Seminar in East Asian History. Critical evaluation of scholarship in a selected topic culminating in a historiographic essay, or primary research in a selected topic culminating in an original interpretive essay. Senior Program option. Prerequisite, concentration in History or consent of instructor. Open to seniors only. Maximum enrollment, 12. The Department.

[417S] Seminar in Christianity and Classical Culture. For full description, see Classical Studies 417. (Offered every third year; next offered 1994-95.)

475F Seminar in American Religious History. For full description, see Religious Studies 475. Prerequisite, one course in American history. Maximum enrollment, 12. D'Agostino.

550F,S Senior Thesis. A project limited to senior concentrators in History, resulting in a thesis supervised by a member of the Department. Required of candidates for departmental honors. The Department.

History of Art

See Art.

Italian

See Critical Languages.

Japanese

See East Asian Languages and Literature.

Latin

See Classics.

Latin American Studies

The interdisciplinary minor in Latin American Studies is administered by a faculty committee, which for 1993-94 includes Professors Dennis Gilbert (Chair) (Sociology), Carol Drogus (Government), Susan Sánchez Casal (Spanish), Santiago Tejerina-Canal (Spanish), Bonnie Urciuoli (Linguistics), and Tamara Williams (Spanish). The minor consists of five courses selected from the list below. Government 216 or Sociology 225, History 260, and at least one of the indicated courses in Spanish are required. Students considering courses at other institutions in the United States or abroad should consult as early as possible with Professor Gilbert.

Africana Studies

248F	**African Dimensions in Latin America**
260S	**Survey of Caribbean and Latin American Literature in Translation**

Government

216S	**Politics in Latin America**
239S	**Gender and Politics in Latin America**

History

260F	**Latin America**

Linguistics

[247S]	**Sociolinguistic Constructions of the "Hispanic" in the U.S.**

Sociology

225F	**Latin American Society**
[360S]	**Seminar on Social Change in Latin America**

Spanish

[135]	**Intensive Spanish II**
140F,S	**Fourth Term Spanish**
[150]	**Spanish for Native Speakers**
200F,S	**Advanced Spanish**
[230F]	**The Hispanic U.S.A.**
240F	**Latin American Civilization**
[260S]	**Introduction to Spanish American Literature**
285S	**Hispanic Cinematic Voices**
[315F]	**Modernismo**
[320S]	**Contemporary Latin American Novel**
[321S]	**Contemporary Latin American Narrative in Translation**
325F	**Twentieth Century Latin American Poetry**
[340]	**Latin American Women Writers**
342S	**Translation: Latin American Women Writers**
345S	**Topics in Latin American Colonial Literature**
[370]	**Special Topics in Spanish Literature**

Linguistics

Bonnie Urciuoli, *Program Director*

The interdisciplinary program in Linguistics is administered by a faculty committee, which for 1993-94 includes Professors Henry Rutz (Chair) (Anthropology), Stuart Hirshfield (Mathematics and Computer Science), Bonnie Krueger (French), Ivan Marki (English), Hong Gang Jin (Asian Studies), Richard Somer (Rhetoric and Communication), and De Bao Xu (Asian Studies).

100F Introductory Linguistics. A general examination of the study of language and the linguistic theories (Structuralism, Transformational Grammar) that have had the most pervasive influence on linguistics and cognate disciplines. Topics include the existence of universal form, language and mind, biological foundations of language, and language change. Urciuoli.

102S Language and Culture. The relationship of language to social structure and cultural life. Topics include basic elements of language (sounds, words, grammar), the ethnography of communication, speech communities and cultural practices in ethnographic perspective, and the relationship of social inequality to linguistic practices and cultural ideas. (Same as Anthropology 102 and Rhetoric and Communication 102.) Maximum enrollment, 45. Urciuoli.

[200S] Semantics and Pragmatics. An examination of meaning in language: reference, speech act theory, metaphor and deixis. Connections with fields of philosophy, anthropology, and literature are drawn. (Writing-intensive.) Linguistics 100 recommended. (Same as Anthropology 200 and Rhetoric and Communication 200.) Maximum enrollment, 20.

[205F] White Words, Black Voices: Afro-English Dialectology. A study of dialects and creoles in the Western hemisphere arising from the contact of English dialects and African languages. Emphasis on the processes of pidginization, creolization, and language diffusion. Study of texts drawn from the Caribbean and the Americas in the eighteenth and early nineteenth centuries. No prerequisites but knowledge of a foreign language beneficial. (Same as Africana Studies 205.) Maximum enrollment, 40.

225S Phonetics and Phonology: The Analysis of Sound. How the sounds of language are produced. The structure of sound systems in a variety of languages (including non-European). Organizing your own field projects: data collection, transcription, and analysis. (Same as Anthropology 225 and Rhetoric and Communication 225.) Maximum enrollment, 12. Urciuoli.

[230F] Psycholinguistics and Language Acquisition. Introductory survey of psychological and linguistic approaches to the study of communication. Topics include relation of linguistics and psychology; influence of language on perception, memory, and thought; biological foundations of language; and language acquisition in children and adults. Prerequisite, 100 or consent of instructor. (Same as Psychology 230.)

[244F] Language, Self, and Society. How language creates the self in particular social contexts. The relationship between language, power, and social structure. The politics of having your voice heard across boundaries of class, race, ethnicity, gender, and disability. (Same as Anthropology 244, Rhetoric and Communication 244, and Sociology 244.) (Offered in alternate years.)

[247S] Sociolinguistic Constructions of the "Hispanic" in the U.S. The intersection of race, class, ethnicity, national identity, and language; current research on Spanish-English bilingualism, with emphasis on the politics of language. (Same as Anthropology 247 and Sociology 247.) (Offered in alternate years.)

[250F] Bridging Differences: Communication and Diversity. For full description see, Rhetoric and Communication 250.

251F Language, Culture, and Performance. The performance of social and cultural identity through language: Homeric and modern oral poetics, shifts in folklore analysis from dead text to live performance, cultural performances compared across ethnographic foci, and the performance of power relations. (Same as Anthropology 251 and Rhetoric and Communication 251.) (Offered in alternate years.) Urciuoli.

260F Communication in the Global Village. For full description see, Rhetoric and Communication 260. (Offered in alternate years.) Mason.

[275S] Native American Languages and Cultures. An examination of how language structure and use creates particular views of "reality" in selected Native American cultures. Topics include spaces and places—creating the environment; verb tense and concepts of time, names and naming practices, portraits of "the whiteman", philosophy and morals through storytelling, Plains Indian sign language, and historical survey of languages and populations from contact to the present day. (Writing-intensive.) (Same as Anthropology 275.) Maximum enrollment, 20.

[300S] Communication Theory. For full description, see Rhetoric and Communication 300.

301S Advanced Topics in Linguistic Theory. Topic for 1993-94: Language Variation as a Cultural Problem. In-depth coverage of a particular aspect of linguistic theory. A critical assessment of sociolinguistic issues from the perspective of the ethnography of communication and cultural theory. Prerequisite, 100 or consent of instructor. Urciuoli.

550F Senior Seminar. Readings in advanced linguistic theory combined with empirical research on a topic of the student's own choice. A final essay interpreting the results. Required of senior concentrators. Urciuoli.

551S Honors Seminar. Continues the work of the Senior Seminar and culminates in a research thesis of not more than 50 pages. Required for honors. Urciuoli.

Related courses offered in other disciplines:

English

[346S] History of the English Language

Mathematics and Computer Science

246S Artificial Intelligence

Philosophy

416S Seminar in History of Philosophy: Wittgenstein
421S Seminar in Metaphysics: Relativism
[495F] Seminar in Philosophy of Language: Words and Objects

Psychology

[290] The Psychology of Language and Thought

Rhetoric and Communication

375S Seminar: Communication, Language, and Gender

Literature

See Classics, Comparative Literature, East Asian Languages and Literature, English, German and Russian Languages and Literatures, and Romance Languages and Literature.

Mathematics and Computer Science

Richard E. Bedient, *Chair*

The Department offers programs of instruction and concentration in the two disciplines of Computer Science and Mathematics.

Computer Science

Faculty
Richard W. Decker
Stuart H. Hirshfield (F)
Kris D. Powers

A concentration in Computer Science consists of the required courses Mathematics 113 or 114, and 123, and Computer Science 140, 241, 242, 343, 346, 348, and 447. Concentrators fulfill the Senior Program requirement by taking 447. It should be taken in the fall, and all lower-numbered required courses, with at most one exception, should be completed prior to that time. Students may earn departmental honors through distinguished achievement in courses counting toward the concentration and in 500. A minor in Computer Science consists of Mathematics 123, and Computer Science 140, 241, 242, and one course from among 343, 346, and 348.

140F,S Introduction to Computer Science. An introduction to computer science and problem solving techniques using HyperCard. Provides a broad survey of the discipline while emphasizing the computer's role as a tool for describing, organizing, and manipulating information. Serves as a terminal course for students who want a one-course introduction to the field, as well as a preliminary course to upper-level Computer Science offerings. May not be counted toward the Mathematics concentration. Maximum enrollment in each section, 30. Decker.

241F,S Computer Science I. An overview of the fundamental concepts of computer science, using the vehicle of a modern high-level programming language. Topics include an introduction to Pascal, program specification and verification, and design methodology. Fall sections not open to first-year students. Prerequisite, 140 or consent of instructor. Maximum enrollment, 30. The Department.

242F,S Computer Science II. An introduction to the common data structures and algorithms using these structures. Topics include analysis of algorithms and abstract data types, including lists, stacks, queues, trees, graphs, and sets. Prerequisite, Mathematics 123 (may be taken concurrently) and 241, or placement by the Department. The Department.

246S Artificial Intelligence. An interdisciplinary study of the relationship between digital computers and human intelligence. Topics include formal definitions of computation; knowledge representation schemes; AI programming languages; computer models for problem solving, game playing, theorem proving, pattern recognition and vision, and natural language processing; philosophical and sociological perspectives. Prerequisite, 140 or consent of instructor. (Same as Psychology 246.) Hirshfield.

[248F] Formal Languages and Theory of Computation. An introduction to the basic theoretical principles of computer science that are embodied in formal languages, automata, computability and complexity theory. Topics include finite automata, pushdown automata and parsing, Turing machines, regular and context-free languages, the halting problem, and unsolvability. Prerequisite, Mathematics 123 and either 224 or Computer Science 242, or consent of instructor.

249S Topics in Computer Science I. Study of an area in computer science. Content, differing from year to year, typically chosen from computer organization, numer-

ical analysis, and programming languages. May be taken more than once with consent of instructor. Prerequisite, 242. The Department.

343F Algorithms. Further study of abstract algorithms and their design, analysis, and implementation. Includes design paradigms, time-space tradeoffs, mathematical techniques for analysis, and complexity hierarchies. Prerequisite, 242. Decker.

346S Virtual Machines. A study of the principles that govern the design and implementation of computer languages and systems software. Topics include low-level languages, loaders and linkers, macroprocessors, programming languages, compilers, and operating systems. Prerequisite, 242. Hirshfield.

348F Real Machines. Study of the organization, structure, and implementation of computer hardware. Topics include logic circuitry, machine organization, CPU design, memory, external storage, and operating systems. Prerequisite, 242. Decker.

349F Topics in Computer Science II. An intensive study of an advanced area in computer science. Content, differing from year to year, typically chosen from database theory, system programming, and object-oriented programming. May be taken more than once with consent of instructor. Prerequisite, 242 and 343. Powers.

447F Senior Seminar in Computer Science. Practicum in which teams of students provide computer expertise and support for faculty research projects. Topics include software engineering, analysis, design, coding, testing, maintenance, and documentation. Open to senior concentrators only. Maximum enrollment, 12. The Department.

500S Honors Program. A project approved by the Department and resulting in a paper and an oral presentation. Open to qualified senior concentrators. Prerequisite, permission of the Department. The Department.

Mathematics

Faculty
John T. Anderson
Vivian Anderson
Richard E. Bedient
Sally Cockburn
Robert Kantrowitz (F)
Timothy J. Kelly
Larry E. Knop
Robert Redfield

Special Appointment
David V. Naramore

A concentration in Mathematics consists of the required courses 113, 114, 224, either 235 or 251, 314, 325, 437, and two electives, of which at least one must be at the 300 level or higher and neither may be 500. Students who begin the calculus sequence with 215 may substitute 215 for 114. Concentrators fulfill the Senior Program requirement by taking 437. It should be taken in the fall, and all lower-numbered required courses, with at most one exception, should be completed prior to that time. Physics 200 and any Computer Science course may be counted as an elective toward the concentration. Students may earn departmental honors through distinguished achievement in courses counting toward the concentration and in 500. A minor in Mathematics consists of 113, 114, 224, and two approved electives, of which at least one must have 224 as a prerequisite.

100S Statistical Reasoning and Data Analysis. An introductory course intended to develop an understanding of and appreciation for the statistical approach to problems in business and the natural, social, and behavioral sciences. Not open to students who have taken Economics 265, Government 230, or Psychology 280. May not be counted toward either concentration. Maximum enrollment in each section, 25. The Department.

101F Review of Essential Mathematics. An introductory course covering topics from algebra. Designed for students who seek a review prior to taking pre-calculus or other quantitatively oriented courses. Topics include real numbers, exponents, polynomials, factoring, radicals, equations, inequalities, and problem solving. One-quarter course credit. Graded Satisfactory/Not Satisfactory. Prerequisite, permission of the Department. The Department.

[105F,S] Mathematical Foundations. An in-depth study of selected topics from algebra, with special emphasis on functions, problem solving, and applications. May not be counted toward either concentration. Maximum enrollment, 25.

109F,S Pre-Calculus Problem Solving. An approach to pre-calculus mathematics stressing problem solving, with special emphasis on the concept of function in algebra and trigonometry. Designed specifically for those who may wish to go on to calculus. Placement subject to approval of the Department. Not open to students who have taken 105. May not be counted toward either concentration. Maximum enrollment in each section, 25. V. Anderson and Naramore.

113F,S Calculus and Analytic Geometry. Introduction to the differential and integral calculus of a single variable. Topics include limits, continuity, derivatives, max-min problems, and integrals. Four hours of class. J. Anderson, V. Anderson, and Cockburn.

114F,S Calculus and Analytic Geometry. A continuation of the study begun in 113 and an introduction to the study of differential and integral calculus of several variables. Four hours of class. Prerequisite, 113 or placement by the Department. Successful completion of 114 carries credit equivalent to 113 for advanced placement students. Knop and Redfield.

123S Discrete Mathematics. An introduction to the basic ideas and techniques of discrete mathematics. Topics include logic, set theory, relations and functions, induction and recursion, counting techniques and probability, graphs, formal languages, and abstract machines. The Department.

201F,S Topics in Mathematics. Weekly meetings, including guest lectures, faculty and student presentations, and an introduction to the mathematical literature. One-quarter course credit. Prerequisite, permission of the Department. May be taken more than once with consent of the Department. The Department.

215F Vector Calculus. Topics in vector calculus, generalizing those from 114, including divergence, curl, line and surface integrals, Stokes theorem, and applications to science, engineering, and other areas. Prerequisite, 114 or consent of instructor. Cockburn.

224F,S Linear Algebra. An introduction to linear algebra: matrices and determinants, vector spaces, linear transformations, linear systems, and eigenvalues; mathematical and physical applications. (Writing-intensive.) Prerequisite, 113 and either 114 or 123. Maximum enrollment in each section, 20. The Department.

235S Differential Equations. Theory and applications of differential equations, including first-order equations, second-order linear equations, series solutions, systems of equations, introduction to partial differential equations, and Fourier series. Prerequisite, 114 and 224. The Department.

251F Probability Theory and Applications. An introduction to probability, including probability spaces, random variables, expected values, multivariate distributions, and the central limit theorem, with applications to other disciplines. Prerequisite, 114 and 224 (may be taken concurrently). Kelly.

261S Higher Geometry. Topics in geometry selected from affine, projective, non-Euclidean geometry, Euclidean geometry, and Euclidean geometry studied by non-traditional methods. Prerequisite, 224 or consent of instructor. J. Anderson.

314F,S Real Analysis I. An introduction to analysis. Topics include sequences, series, continuity, and metric spaces. (Writing-intensive.) Prerequisite, 114 and 224. Maximum enrollment, 20. The Department.

[315S] Real Analysis II. A continuation of 314. Topics selected from integration theory, sequences and series of functions, Fourier series, and functions of several variables. Prerequisite, 314 or consent of instructor. (Offered in alternate years.)

[318S] Complex Analysis. An introduction to the theory of analytic functions of a complex variable: Cauchy-Riemann equations, contour integration, Cauchy-Goursat Theorem, Liouville Theorem, Taylor and Laurent expansions, Residue Theory. Prerequisite, 314. (Offered in alternate years.)

325F,S Modern Algebra. A study of fundamental algebraic structures. Systems with one or two binary operations such as groups, rings, and fields. (Writing-intensive.) Prerequisite, 224. Maximum enrollment, 20. The Department.

[326S] Advanced Algebra. Continuation of topics studied in 224 and 325. Topics may include Galois theory, algebraic geometry, and applications. (Offered in alternate years.).

[336F] Topics in Differential Equations. Topics include non-linear systems of ordinary differential equations, partial differential equations, and models from a variety of disciplines. Prerequisite, 235.

[338S] Numerical Analysis. Interpolation, methods of approximation and iterative methods, numerical solution of differential equations and of systems of linear equations. Suitability of procedures to computer use considered throughout the course. Prerequisite, 224 and Computer Science 241. (Offered in alternate years.)

352S Statistical Theory and Applications. Topics include the law of large numbers, estimation, hypothesis testing, linear models, experimental design, analysis of variance, and nonparametric statistics, with applications to other disciplines. Prerequisite, 251. Kelly.

[361F] Number Theory. Topics in number theory, including divisibility, primes, congruences, Euler's phi-function, diophantine equations, quadratic residues, and continued fractions. Prerequisite, 325 or consent of instructor. (Offered in alternate years.)

437F Senior Seminar in Mathematics. Study of a major topic through literature, student presentations, and group discussions. Choice of topic to be determined by the Department in consultation with its senior concentrators. Prerequisite, permission of the Department. Maximum enrollment in each section, 12. The Department.

500S Honors Program. A project approved by the Department and resulting in a paper and an oral presentation. Open to qualified senior concentrators. Prerequisite, permission of the Department. The Department.

Medieval/Renaissance Studies

The program in Medieval/Renaissance Studies offers a minor consisting of five courses, taken in at least three departments, from the following two groups. In addition, students who elect this minor are required to emphasize one of the two epochs, the Medieval or the Renaissance, in their course selections, although they are also encouraged to explore the continuities between them. The minor consists of either: 1) History 206 (Medieval Europe), three courses from Group A, and one course from Group B; or 2) History 289 (Renaissance and Reformation Europe), one course from Group A, and three courses from Group B.

Students interested in the program should consult with a member of the Medieval/Renaissance Studies Committee, which for 1993-94 includes Professors Russell Blackwood (Chair) (Philosophy), Bonnie Krueger (French), Maureen Miller (History), and Carol Rupprecht (Comparative Literature).

Group A: Medieval Studies

Art

[270S] Medieval Art

Comparative Literature

[251F] Women Writers of the Middle Ages and the Renaissance
371S Dante: *The Divine Comedy*

English

280F Chaucer
281S Old English
[283S] Middle English Literature: 1100-1500
[445S] Seminar: The Idea of the Self from the Middle Ages to the Renaissance

French

[304] Medieval French Literature

History

103F Trade, Travel, and Conquest in the Mediterranean, 500-1500
206F Medieval Europe
306S Topics in Medieval History
372S The Crusades

Music

201F Music of the Middle Ages and Renaissance

Philosophy

[202F] The History of Western Philosophy: Medieval and Renaissance
315F Islamic Thought

Religious Studies

123F History of Christianity to 1500
431S Seminar in Judaism

Spanish

[300] Medieval Spanish Literature

Group B: Renaissance Studies

Art

282F	The Renaissance
[403F]	Seminar in Renaissance Art

Comparative Literature

251F	Women Writers of the Middle Ages and the Renaissance
475F	Shakespeare Around the Globe: Traditions and Experiments

English

244F,S	Shakespeare
[286S]	Women in English Renaissance Literature
287F	English Renaissance Literature
[306S]	Poetry of the Renaissance and Twentieth Century
[424F]	Seminar: Milton
443S	Seminar: Elizabethan and Jacobean Drama
[445S]	Seminar: The Idea of the Self from the Middle Ages to the Renaissance

French

306F	Renaissance Poetry

History

289S	Renaissance and Reformation Europe

Music

201F	Music of the Middle Ages and Renaissance

Philosophy

[202F]	The History of Western Philosophy: Medieval and Renaissance

Spanish

[305]	Masterpieces of Golden Age Literature
[380]	Cervantes' *Don Quijote*
[381]	Cervantes' *Don Quijote* in Translation

Music

Faculty
Samuel F. Pellman *(Chair)*
Stephen Bonta
Lydia R. Hamessley
Robert G. Hopkins
G. Roberts Kolb
E. Michael Richards
Michael E. Woods

Special Appointments
Suzanne Beevers
Stephen Best
Steven Button
Donald Cantwell
Daniel Carno
Edward Castilano
Paul Charbonneau
Richard Decker
Charles W. England
Anita Firman
Linda Greene
Steven Heyman
Lauralyn Kolb
Ursula Kwasnieka
Raymond W. Larzelere
Laurance Luttinger
George Myers
Colleen Roberts Pellman
Gregory Quick
Barbara Rabin
John Raschella
Monk Rowe
Thomas Talbot
Kazuko Tanosaki
Joyce M. Ucci

A concentration in Music consists of 11 courses: 111-112, 201, 202, 203, 204, 211-212; either 357 or 360; one course credit from among 121-122, 131-132, 141-142, and 221-222; and one full-credit course in Music as an elective. The Senior Program in Music consists of a comprehensive examination to be given during the fall semester of the senior year. This examination will include a test of competence of the concentrator in the use of the piano as a basic tool. A more complete description of the Senior Program is available from the Department. Students contemplating graduate work in music should consult with a member of the Department at an early date. Departmental honors can be earned through excellence in coursework and satisfactory completion of 550. A minor in Music comprises five courses: two courses from among 111-112 and 211-212; two courses from among 201, 202, 203, and 204; and one course credit from among 121-122, 131-132, 141-142, and 221-222.

101F,S Principles of Music. A listening course that examines musical materials, processes, and conventions, and their use in selected works from the Western tradition. Consideration of the problems of musical meaning, performance practice, and the means of transmission of musical information. No previous knowledge of music required. Bonta.

111F-112S First Year Theory. Intensive training in the fundamentals of music from many traditions. Beginning work in ear-training, dictation, and sight-singing, in addition to regular written assignments. Three hours of class and one hour of skills-training, including keyboard tutorial. Ability to read music in at least one clef required. 112 may not be taken as a separate course. S. Pellman (Fall); Woods (Spring).

121-122 Solo Performance. The study of music through performance in either voice or an instrument, including flute, oboe, clarinet, bassoon, saxophone, horn, trumpet, trombone, tuba, piano, organ, harp, percussion, acoustic guitar, violin, viola, 'cello, and contrabass. Half-hour tutorial. May be started either in the fall or spring semester. One-quarter course credit each semester. Not open to seniors. A fee is charged. The Department.

131-132 Solo Performance. The study of music through performance in either voice or an instrument, including flute, oboe, clarinet, bassoon, saxophone, horn, trumpet, trombone, tuba, piano, organ, harp, percussion, acoustic guitar, violin, viola, 'cello, and contrabass. Hour tutorial. May be started either in the fall or spring semester. One-half course credit each semester. Not open to seniors. A fee is charged. Prerequisite, consent of instructor. The Department.

141F-142S Group Performance. The study of music through performance in one or more of the following groups: Brass Choir (England), Chamber Ensemble (Myers), College Choir (G.R. Kolb), College Hill Singers (G.R. Kolb), Jazz Ensemble (Richards, Fall; Woods, Spring), Oratorio Society (G.R. Kolb), Orchestra (Richards), and Woodwind Ensembles (Richards). One-quarter course credit each semester. The course may be repeated throughout the student's college career. Students are encouraged to participate in, and may be registered for, more than one group. Starting with the Class of 1996, students may accumulate as many as four course credits in this course that can be counted toward the number of courses required for graduation. For preceding classes, students may receive a maximum of one-half course credit each semester. The Oratorio Society section of the course is evaluated Satisfactory/Unsatisfactory. Prerequisite, consent of instructor. The Department.

154S Music of the World's Peoples. The study of music of selected non-Western cultures, including Native American music of North America, sub-Saharan African music, African-American music in the United States, the classical traditions of India, and music from peasant cultures in Eastern Europe. Consideration of musical style and the role of music in these cultures. Not open to seniors. Maximum enrollment in each section, 20. Hamessley.

160S History of Jazz. How to listen to jazz. Origins of jazz, including its African heritage, blues, and ragtime. Survey of jazz styles, including New Orleans and Chicago styles, boogie-woogie, swing, bebop, cool, funky, fusion, and free jazz. Maximum enrollment, 40. Woods.

171S Music for Contemporary Media. Examination of and experience with use of electronic musical instruments, such as the sound synthesizer, and with techniques of the modern recording studio. Projects using electronic musical instruments and recording techniques. Three hours of class and three hours of studio. Maximum enrollment, 12. S. Pellman.

175S The Physics of Musical Sound. For full description, see Physics 175. Three hours of class and occasionally one hour of laboratory. No prerequisite, but acquaintance with pre-calculus mathematics and familiarity with musical notation recommended. Maximum enrollment, 20. Krasicky.

201F Music of the Middle Ages and Renaissance. A study of Western music from the early Middle Ages to the end of the sixteenth century. Emphasis on major developments in style. Consideration of the influence of political, economic, and cultural environments upon the development of musical styles. (Writing-intensive.) Prerequisite, 101. Maximum enrollment, 20. Hamessley.

202S Music of the Baroque. The course of Western music from Monteverdi to members of the Bach family. Consideration of the influence of political, economic, technological, and cultural environments upon the development of musical styles. (Writing-intensive.) Prerequisite, 101. Maximum enrollment, 20. Bonta.

203F Music of the Classic-Romantic Era. From C.P.E. Bach to Brahms, from Mozart to Mahler, from Stamitz to Strauss: a study of chamber, vocal, and orchestral masterworks, 1750-1900. Consideration of the influence of political, economic, and cultural environments upon the development of musical styles. (Writing-intensive.) Prerequisite, 101. Maximum enrollment, 20. Hopkins.

204S Music of the Twentieth Century. A study of Western music from Claude Debussy and Arnold Schoenberg to Krzysztof Penderecki and Laurie Anderson. Emphasis on major developments in musical style. Consideration of the influence of political, economic, technological, and cultural environments upon the development of musical styles. (Writing-intensive.) Prerequisite, 101. Maximum enrollment, 20. Richards.

208S Women in Music. An examination of popular and art music from the perspective of women. Topics include women as performers and composers, the depiction of women in music, musical criticism, and cultural values that have affected women's par-

ticipation in musical life. (Writing-intensive.) Prerequisite, 101 or consent of instuctor. Maximum enrollment, 20. Hamessley.

211F-212S Second Year Theory. Concepts of harmony and counterpoint subsequent to the material studied in First Year Theory, with an emphasis on the music of the Classic and Romantic periods. Continued work in ear-training and sight-singing, in addition to written assignments. Three hours of class and one hour of skills-training, including keyboard tutorial. Prerequisite, 112. Hamessley (Fall); Hopkins (Spring).

[216F] Conducting. An introduction to the basic elements of conducting, including baton technique, aural perception, rehearsal techniques, and score reading (both instrumental and choral). Concurrent participation in a College ensemble required. Prerequisite, 101 and 112. (Next offered 1994-95.)

221-222 Solo Performance. A continuation of 121-122. Half-hour tutorial. One-quarter course credit each semester. Prerequisite, 122. A fee is charged. The Department.

231-232 Solo Performance. A continuation of 131-132 and 221-222. Hour tutorial. One-half course credit each semester. Two full-credit courses in the Department must either have been previously elected, or must be elected concurrently. Prerequisite, 132 and consent of instructor. A fee is charged. The Department.

[240S] Psychology of Music. Musical perception from the listener's standpoint. A cognitive approach to music with particular emphasis on the sensory aspects of music and the perception of musical organization. Examination of the relationships between the theoretical rules of music and the laws of perception and cognition. (Writing-intensive.) Prerequisite, 101 or 111, and Psychology 101. (Same as Psychology 240.) (Next offered 1994-95.) Maximum enrollment, 20.

257F Technology and Music. Survey of various ways in which musical styles and tastes have been influenced or determined by the technology of a given age. Particular emphasis on the impact of electronic devices and electronic media on the development of twentieth century musical styles, popular and avant-garde. Includes studio work in advanced electronic music techniques. Prerequisite, 171. (Offered in alternate years.) Maximum enrollment, 10. S. Pellman.

[258S] Opera. Study of literary and musical dimensions of operas by major composers from Mozart to the present. Emphasis on the transformation of independent texts into librettos and the effects of music as it reflects language and dramatic action. Includes such works as *The Marriage of Figaro, Eugene Onegin,* and *Wozzeck*. Prerequisite, two courses in music, or two in literature, or one in each field, or consent of instructors. (Same as Comparative Literature 258.)

266-267 Musical Composition. Contemporary compositional techniques, including notational procedures and score preparation. Emphasis on developing the ability to structure musical ideas in several short pieces and one extended work. May be started in either the fall or spring semester. One-half course credit each semester. Prerequisite, 112 or 171, and consent of instructor. S. Pellman.

271F,S Intermediate Keyboard. Continuation of keyboard work from 211-212. Half-hour tutorial. May be repeated. One-quarter course credit each semester. Prerequisite, 212 and consent of Department. Best.

331-332 Solo Performance. A continuation of 231-232. One-half course credit each semester. Prerequisite, 232 and consent of instructor. A fee is charged. The Department.

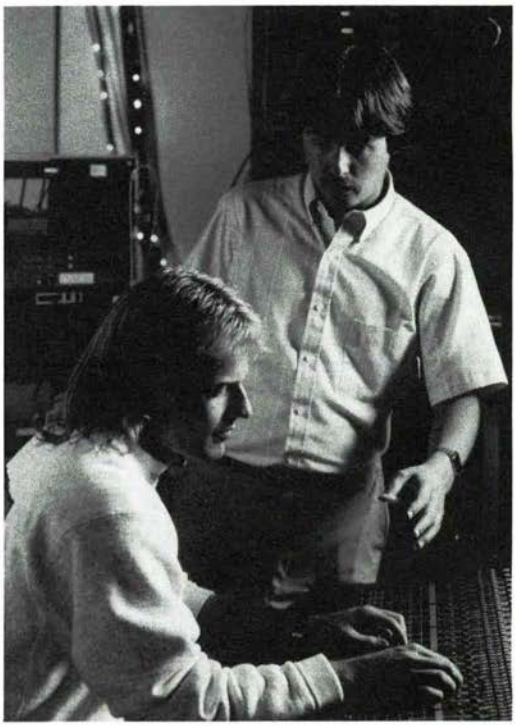
357F Seminar in Music History. Selected topics in the history of Western music. (Writing-intensive.) Prerequisite, 112 and two courses from among 201, 202, 203, and 204. Maximum enrollment, 12. Bonta.

360S Seminar in Advanced Theory. Wagner, Brahms, Mahler, Sibelius, Debussy, and early Schoenberg. An investigation of the music bridging the Romantic era and the twentieth century. (Writing-intensive.) Prerequisite, 212. Maximum enrollment, 12. Hopkins.

366-367 Advanced Musical Composition. Contemporary compositional techniques, including notational procedures and score preparation. Emphasis on developing the ability to structure musical ideas in several short pieces and one extended work. May be started in either the fall or spring semester. One-half course credit each semester. Prerequisite, 267. S. Pellman.

431-432 Solo Performance. A continuation of 331-332. One-half course credit each semester. Prerequisite, 332 and consent of instructor. A fee is charged. The Department.

550F,S Senior Project. A project for senior concentrators in Music. Required of candidates for departmental honors. Prerequisite, consent of the Department. The Department.



Philosophy

Faculty
Richard Werner, *Chair*
Russell T. Blackwood
Katheryn Doran (S)
Amie Macdonald
Andrew Norman
Elizabeth Potter (FS)
Robert L. Simon

A concentration in Philosophy consists of 201, 203, 240, 500, and five other courses, three of which must be at the 400 level. Concentrators must take a 400-level course in three of the following areas: metaphysics, epistemology, ethics and aesthetics, and history of philosophy. Concentrators are expected to complete 201, 203, and 240 by the end of their junior year. 500 is required of all concentrators in the fall of their senior year. Completion of the Senior Program requires completion of 500, which consists of a seminar and special research project. A complete description of the Senior Program is available in Christian A. Johnson 218. Candidates for honors must complete 500 and submit and defend a senior thesis, based on their work in 500, during the spring term. A minor in Philosophy can be of two kinds: standard (100 or 240, 201, 203, and two other courses above the 200 level); or correlative (five courses from one field in Philosophy correlative to the field of concentration and approved by the Department).

100F Critical Thinking. An introduction to informal methods of evaluating claims and arguments in everyday life. Emphasis on the recognition of bad reasoning, nonrational persuasion, and the evaluation of explanations and arguments. (Writing-intensive.) Includes lecture, discussion, and small group interaction. Maximum enrollment, 22. Doran.

110F,S Introduction to Philosophy. An introduction to such philosophical issues as the possibility and nature of morality, the existence of God and the problem of evil, the possibility of free will, and the nature of human knowledge. Practice in critically appraising philosophical positions. (Writing-intensive.) Open to first-year students only. Maximum enrollment, 22. Blackwood, Macdonald, and Norman (Fall); Blackwood and Simon (Spring).

201F The History of Western Philosophy: Ancient. A study of the philosophical classics of Western civilization from early Greek times to the fall of Rome. Emphasis on Plato and Aristotle. Open to sophomores, juniors, and seniors only. Werner.

[202F] The History of Western Philosophy: Medieval and Renaissance. A study of the philosophical classics from Augustine to Francis Bacon. Prerequisite, 201 or consent of instructor.

203S The History of Western Philosophy: Modern. A study of the philosophical classics from Descartes to the present. Prerequisite, 201. Blackwood.

209S Philosophy and Feminism. Analysis of issues of current concern to women. Primary emphasis on the evaluation of arguments offered by contemporary thinkers on all sides of these issues. (Writing-intensive.) Open to sophomores, juniors, and seniors only. Maximum enrollment, 22. Macdonald.

210S Problems of Philosophy. An introduction to philosophy. Philosophical examination of competing views of perennial concern: the possibility of knowledge, the mind/body problem and the question of consciousness, the objectivity of ethical judgment, and the nature of justice. Practice in critically appraising philosophical positions. Issue of contemporary relevance selected by students will conclude the course. Open to sophomores, juniors, and seniors only. Not open to students who have taken 110. Maximum enrollment, 40. Norman.

222S Contemporary Moral Issues. Introduction to moral theory and moral reasoning. Application of such theories as relativism, egoism, utilitarianism, Kantianism and pluralism to issues in applied ethics. Examination of such issues as abortion, affirmative action, environmental ethics, war and peace, racism and sexism, justice, and world starvation. Prerequisite, one course in Philosophy or sophomore, junior, or senior standing. Maximum enrollment, 80. Macdonald and Werner.

240F Symbolic Logic. A study of formal systems of reasoning and argument evaluation. Doran.

243S Chinese Religion and Thought. For full description, see Religious Studies 243. Prerequisite, one course in Philosophy or Religious Studies, or consent of instructor. (Offered in alternate years.) Williams.

[260S] Ethics and Politics in Ancient Greece and Rome. For full description, see Classical Studies 260.

271F Ethics of Professions and Practices. Examination of ethical issues arising in the professions, in institutions, and in human practices. Study of selected ethical problems in law, medicine, education, and sport. Prerequisite, one course in Philosophy or sophomore, junior, or senior standing. Maximum enrollment, 80. Simon.

285S Gender and Science. Exploration of the intersections of gender and science, including women as scientists, women as subjects of science, and the influence of assumptions about gender on scientific theories. Prerequisite, one course in science or mathematics, or one course in Philosophy, or Women's Studies 101. Open to sophomores, juniors, and seniors only. (Same as Women's Studies 285.) Maximum enrollment, 40. Garrett.

[301S] The Philosophy of History. For full description, see History 301.

[305S] Philosophy and Literature. Examination of such topics as philosophical themes in literature, literature as philosophy, and philosophical issues in literary criticism. Theoretical readings include Gates, Eagleton, hooks, Anzaldua, Searle, Putnam, and Rorty. Novelists include Ishmael Reed, Alice Walker, Zora Neale Hurston, Toni Morrison, Rosario Ferre, and Helena Viramontes. (Writing-intensive.) Prerequisite, two courses in Philosophy or literature, or consent of instructor. (Same as Comparative Literature 305.) Maximum enrollment, 20.

315F Islamic Thought. The faith, practices, history, and philosophies of Islam. Attention also given to theories of the nature of religion, religion in non-literate cultures, and Zoroastrianism. Prerequisite, one course in Philosophy or Religious Studies, or consent of instructor. (Same as Religious Studies 315.) (Offered in alternate years.) Blackwood.

[325S] Hindu and Buddhist Thought. The faith, practices, history, and philosophies of Hinduism, and of Theravada and Mahayana Buddhism. Prerequisite, one course in Philosophy or Religious Studies, or consent of instructor. (Same as Religious Studies 325.)

[344S] Empiricists and Rationalists. Critical examination of the metaphysics and epistemology of a rationalist and an empiricist philosopher of the modern period: for example, Locke and Leibniz or Descartes and Hume. Discussion of contemporary rationalism and empiricism. Prerequisite, two courses in Philosophy or consent of instructor.

[347S] Kant. Critical discussion of Immanuel Kant's theory of knowledge with principal emphasis on *The Critique of Pure Reason* and recent commentaries. Prerequisite, two courses in Philosophy or consent of instructor.

[350F] Nineteenth Century Philosophy. A study of such movements as idealism, romanticism, Marxism, utilitarianism, existentialism, and pragmatism. Emphasis on Hegel, Marx, Kierkegaard, and Nietzsche. Prerequisite, 203 or two courses in Philosophy, and junior or senior standing. (Offered in alternate years.) Maximum enrollment, 40.

[360F] Philosophy of Science. Investigation of such issues as the nature, justification, and scope of scientific method; the patterns of scientific explanation in the natural sciences; and the reality of scientific constructs. Open to sophomores, juniors, and seniors only. Maximum enrollment, 40.

370F Technology and Alienation. Inquiry into the impact of technology, bureaucracy, and popular culture on human existence and the environment. Emphasis on critical theory, pragmatism, and popular culture's critique of technology and the colonization of the life world. Readings from Postman, Dewey, Marcuse, Marcus, Young, and Chomsky, among others. Investigation of the possibility of human and environmental liberation in the late twentieth century. Open to juniors and seniors only. Prerequisite, two courses in Philosophy, or consent of instructor. Maximum enrollment, 40. Werner.

[380F] Philosophy of Law. Inquiry into the nature of law, the authority of law, the character of judicial reasoning, and other selected problems in jurisprudence, with particular attention to the relationship of legality to morality. Prerequisite, 110 or junior standing. Maximum enrollment, 40.

401F Feminist Theory. For full description, see Women's Studies 401. Prerequisite, Women's Studies 101 and one other course in Women's Studies, or consent of instructor. Mohanty.

[410S] Seminar in Philosophy of Religion. Philosophical analysis of the major claims of the Eastern and Western religious traditions. Particular attention given to the nature of religious knowledge. (Writing-intensive.) Prerequisite, two courses in Philosophy or Religious Studies. (Same as Religious Studies 410.) Maximum enrollment, 12.

415F Seminar in the History of Philosophy: Aristotle. Critical discussion of Aristotle's political and ethical theories through close readings of the *Politics, Nichomachean Ethics,* and *Eudemian Ethics*, as well as recent commentaries. (Writing-intensive.) Prerequisite, two courses in Philosophy or consent of instructor. Maximum enrollment, 12. Macdonald.

416S Seminar in the History of Philosophy: Wittgenstein. A study of the life and works of the major twentieth century philosopher Ludwig Wittgenstein. Examination of his later works on thought, language, and representation, with special emphasis on skeptical problems of the possibility of language and his radical solution to those problems. (Writing-intensive.) Prerequisite, 203 or two courses in Philosophy, or consent of instructors. Maximum enrollment, 12. Norman.

[420S] Seminar in Metaphysics. A critical examination of several metaphysical problems including the indeterminacy of translation (Quine and his critics), the incommensurability of scientific theories, the nature of personal identity, and the distinction between facts and values. (Writing-intensive.) Prerequisite, two courses in Philosophy or consent of instructor. (Offered in alternate years.) Maximum enrollment, 12.

421S Seminar in Metaphysics: Relativism. Detailed inquiry into contemporary philosophic debate among realists, pragmatists, and relativists. Emphasis on issues relating to truth, reality, facts and values. Investigation of such metaphilosophical issues as the nature, point, and possibility of philosophy. Works by such authors as Quine, Goodman, Elgin, Putnam, Rorty, and Davidson. (Writing-intensive.) Prerequisite, two courses in Philosophy. Open to juniors and seniors only. Maximum enrollment, 12. Werner.

430F The Problem of Knowledge. Inquiry into whether it is possible to reject skepticism without resorting to dogmatism. (Writing-intensive.) Prerequisite, two courses in Philosophy or consent of instructor. Maximum enrollment, 12. Doran.

[450F] Seminar in Ethical Theory. An investigation of twentieth century ethical theory, focusing on theories of the meaning of ethical terms and on theories of justification in ethics. (Writing-intensive.) Prerequisite, two courses in Philosophy. (Offered in alternate years.) Maximum enrollment, 12.

460F Seminar in Contemporary Theories of Justice. Detailed analysis of contemporary theories of distributive and compensatory justice and their consequences for liberty and equality. (Writing-intensive.) Prerequisite, 203 or two courses in Philosophy at the 300-level or above, or consent of instructor. Maximum enrollment, 12. Simon.

[465S] Twentieth Century Continental Philosophy. Examination of some of the most important writings in French and German philosophy of this century. Particular attention paid to the influence of phenomenology, the work of Heidegger, and post-structuralist responses, including interconnections among the disparate thinkers and what makes each distinctive. Works by such authors as Husserl, early and late Heidegger, Merleau-Ponty, Derrida, and Foucault. Students encouraged to look for ways to establish connections between the continental traditions and contemporary Anglo-American philosophy. Prerequisite, 203 or 350, or two courses in Philosophy, or consent of instructor. Maximum enrollment, 12.

[470F] Seminar in Applied Ethics. Detailed inquiry into selected contemporary moral issues, with consideration of the point and purpose of philosophical approaches to morality. Emphasis on environmental ethics, issues of war and peace, the morality of world hunger, and the ethics and nature of racism. A variety of philosophical methodologies considered, including analytic philosophy, existentialism, phenomenology, and critical theory. Consideration of the viability of philosophical morality. (Writing-intensive.) Prerequisite, 209, 222, 271, 334, or 450, or two courses in Philosophy, or consent of instructor. Open to juniors and seniors only. (Offered in alternate years.) Maximum enrollment, 12.

[495F] Seminar in Philosophy of Language: Words and Objects. An exploration of some of the perennial questions in the philosophy of language about the nature of the connections among language, thought, and the world. An investigation of how certain linguistic items designate objects in the world, what it is for an expression to be meaningful, the things that can be done with words, and Wittgenstein's legacy to the philosophy of language. (Writing-intensive.) Prerequisite, two courses in Philosophy or consent of instructor. Open to juniors and seniors only. (Same as Rhetoric and Communication 495.) Maximum enrollment, 12.

500F Senior Seminar in Philosophy. Extensive practice in examination of selected philosophical topics. Preparation, examination, and revision of senior projects. Required of all senior concentrators. Norman and Simon.

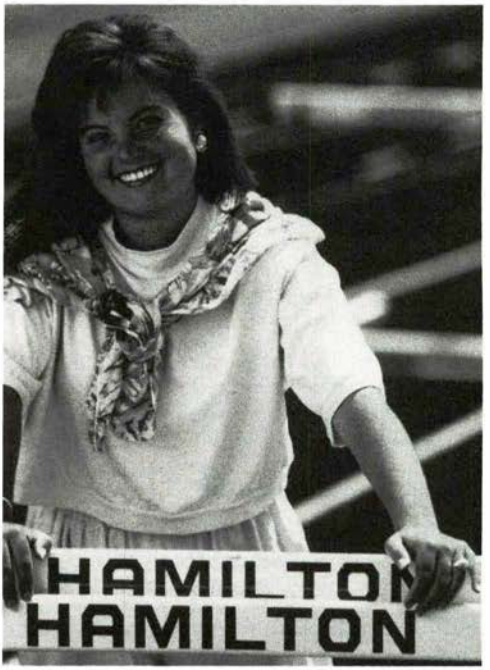
Physical Education

Faculty
Thomas E. Murphy, *Chair*
Betsy L. Bruce
Kevin P. Burke
Michael Davis
Steven D. Frank
Philip Grady
Brett C. Hull
Geraldine S. Knortz (S)
Kelley H. McElroy
David W. Thompson
Manfred E. von Schiller

All enrolled students must participate in a required physical education program for individual development. This "lifetime carryover" program is based on the theory that it is as important to develop a healthy body and a love of sport as it is to provide scope for the skilled athlete.

Students must pass two competency tests: 1) physical fitness; 2) swimming. Courses in beginning swimming and physical fitness are offered for students who do not pass the competency tests. In addition, students must complete three other activities. A proficiency test may be substituted for up to two of these activities. Courses offered include advanced conditioning, aerobics, aquatic instructor certification, badminton*, bicycling, golf*, jogging, lifeguard training, nautilus, platform tennis, racquetball*, skating*, squash*, tennis*, and volleyball. A proficiency test is available for those listed with a star (*).

Upon passing the two competency tests and successfully completing the three activities, a student shall have completed the Physical Education requirement. Except under certain unusual circumstances, it is expected that the requirement will be completed in the first year. The requirement must be completed in order to graduate. Students with physical disabilities may enter an individual program approved by the college physician.



Physics

Faculty

Peter J. Millet, *Chair* (F)
Brian Collett, *Acting Chair (Fall)*
Mirley Balasubramanya
Philip D. Krasicky
Philip M. Pearle (S)
James W. Ring
Ann J. Silversmith

A concentration in Physics consists of 10 courses: 190, 192, 200, 220, 260, 300, 310, 390 or 410, and 550, and one other course chosen from 130, 160, 180, 230, 390, 410 and 420. Prospective concentrators should take 190 and 192, and Mathematics 113 and 114 in the first year, and Physics 200, 220, and 260 in the sophomore year. It is strongly advised that students intending to go to graduate school in Physics elect 390 as well as 410, and 420. For an experimental senior project or a summer research opportunity, students are strongly advised to take 180 or 230. Students who wish to major in Physics but who have taken 101-102, or who have started Physics belatedly, or who have advanced placement in Physics or Mathematics, should consult the departmental Chair.

In the fall semester of the senior year, each concentrator will become involved in a supervised research project and participate in an associated Senior Seminar (550). An experimental (theoretical) senior project requires prior completion of 390 (410). For honors in Physics, outstanding work in the Senior Project is required.

A minor in Physics consists of five courses: 190 and 192 or 101-102, and any other three courses except 150, at least one of which shall be chosen from the 200 level or above. A minor in Astronomy consists of five courses: 190 and 192 or 101-102, and also 160, 200, and an independent study in Astronomy. A student who majors in Physics may not minor in Astronnomy.

Students interested in the 3-2 or 4-2 engineering programs affiliating Hamilton with engineering schools should take 190 and 192, and Mathematics 113 and 114 in their first year. There are many possible options in engineering programs, and because of their complexity beyond the first year, interested students should consult the engineering advisor. This is also the case for students who have taken 101-102 and have then become interested in engineering. The engineering advisor is Professor Ring.

101F-102S Elementary Physics. The fundamentals of physics, including such topics as Newtonian mechanics, waves, and thermodynamics in the first semester, and electricity and magnetism, optics, special theory of relativity, and quantum physics in the second semester. Three hours of class and three hours of laboratory. Algebra and trigonometry required. 102 may not be taken as a separate course. Balasubramanya and Silversmith.

130S Physics of Architecture. Introduction to why buildings stand up; the physics of materials and of structures. Examples include Roman arches, Gothic cathedrals, and bridges. Knowledge of algebra and trigonometry required. Ring.

140S Light and the Laser. Introduction to the fundamental properties of light, including wave behavior, reflection, refraction, color, polarization, and the optical processes of absorption and emission. Emphasis on developing an understanding of the laser—how it works and why it is different from conventional light sources. Applications of the laser. No prerequisite, but familiarity with pre-calculus mathematics recommended. Silversmith.

150F The Physicist's View of Nature. The physics of the twentieth century. The ideas of special and general relativity and cosmology, of quantum physics, and elementary particles. A course for students not going on in science. Pearle.

160F Introduction to Astronomy. A description of the universe, starting with the appearance and organization of the solar system and working outward. Development

of the heliocentric view. Observational deduction of properties of stars. Stellar evolution and its relation to pulsars and black holes. Galaxies and the structure and history of the universe. Three hours of class and one and one-half hours of laboratory. Maximum enrollment, 32. Krasicky.

175S The Physics of Musical Sound. Exporation of physical principles and phenomena associated with the generation, control, detection and perception of musical sound. Topics chosen from vibrating systems, wave motion, resonance, sound propagation, musical instruments, tone quality, voice, the ear, psychoacoustics, musical scales and tuning, architectural and room acoustics, and performance practice. Hands-on demonstrations included. Three hours of class and occasionally one hour of laboratory. No prerequisite, but acquaintance with pre-calculus mathematics and familiarity with musical notation recommended. (Same as Music 175.) Maximum enrollment, 20. Krasicky.

180S Electronics and Computers. Introduction to the basic concepts and devices of electronics. A study of digital circuits and the architecture of computers. 8088 machine language programming, how a computer works, computer interfacing, and robotics. Three hours of class and three hours of laboratory. Not open to students who have taken 230. Collett.

190F The Comprehensible Universe. Introduction to some of the important ideas of physics, with emphasis on special relativity and elementary particles. Discussion of the fundamental physical concepts of particles, fields, kinematics, dynamics, symmetries, and conservation laws. Three hours of class and three hours of laboratory. Intended primarily for those who plan to continue in physical science. Not open to students who have taken 101-102. Pearle.

192S Waves and Fields. The physics of wave motion, the electromagnetic field and its interaction with charged particles, and optics and light waves. Three hours of class and three hours of laboratory. Prerequisite, 190 and Mathematics 114 (may be taken concurrently). Not open to students who have taken 101-102. Ring.

200F Mathematical Methods in Physics. Topics drawn from applied mathematics, including multivariable calculus, linear algebra, vector analysis, orthogonal functions and differential equations, treated in the context of physics. Prerequisite, 102 or 192, and Mathematics 114. The Department.

220F Modern Physics. Experiments and theories that manifest and explain quantum phenomena. Elementary quantum theory of atoms, molecules, solids, and nuclei. Applications to such devices as the laser and the transistor. Three hours of class and three hours of laboratory. Prerequisite, 102 or 192, and Mathematics 114. Collett and Silversmith.

[230S] Electronics. An introduction to the theoretical and experimental analysis of electronic circuits containing resistors, capacitors, inductors, diodes, transistors, and integrated circuits. Both analog and digital circuits discussed in class and investigated in the laboratory. Three hours of class and three hours of laboratory. Not open to students who have taken 180. (Offered in alternate years.)

260S Mechanics. Principles of classical mechanics, including dynamics of particles, resonance, rotating reference frames, celestial mechanics, rigid body motion, and Lagrangian mechanics. Prerequisite, 200. Silversmith.

300S Thermodynamics and Statistical Physics. A study of large-scale systems from the point of view of statistical theory. Examination of the properties of those systems in terms of a statistical treatment of the motions, interactions, and energy levels of particles. Introduction to basic probability concepts and the principles of statistical mechanics. Explanation of thermal equilibrium, heat, work, and the laws of thermodynamics. Applications to various physical systems. Prerequisite, 200 and 220, or consent of instructor. Millet.

310F Electricity and Magnetism. Maxwell's equations studied in both differential and integral form. Electrostatics, magnetostatics, and electro-dynamics. Introduction to electromagnetic waves, dielectric and magnetic materials. Three hours of class and three hours of laboratory. Prerequisite, 200. Ring.

390S Laboratory Methods in Physics. An exploration of important techniques in experimental physics. Four experiments selected from modern and classical physics to illustrate important methods and approaches. (Writing-intensive.) Detailed, well-written laboratory reports with criticism and revision. Three hours of laboratory. Prerequisite, 200 and 220. Maximum enrollment, 20. Krasicky.

410S Quantum Physics. An exploration of the quantum theory and its applications to physical systems. Prerequisite, 220 and 260. Collett.

420S Vibrations and Waves. Topics drawn from mechanics, hydrodynamics, electrodynamics, acoustics, optics, and electronics. Prerequisite, 260 and 310. Millet.

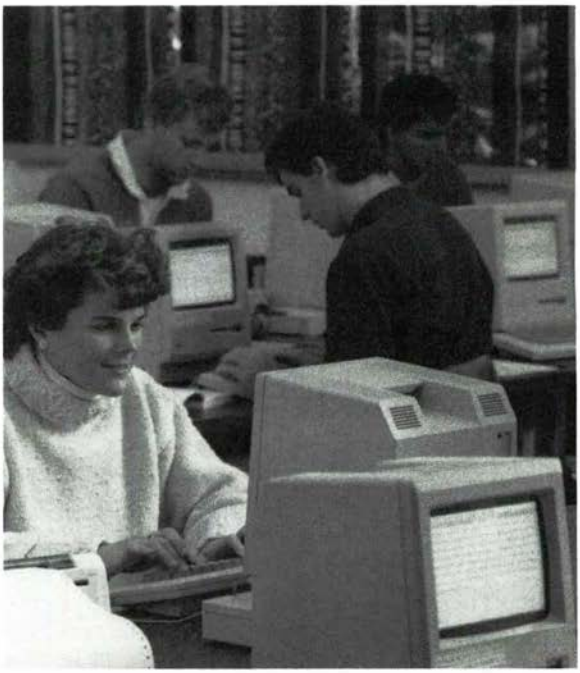
550F Senior Seminar. Presentations by each student on his or her Senior Project. Group discussions of these topics. Open to senior concentrators or by consent of instructor. Collett.

Polish

See Critical Languages.

Portuguese

See Critical Languages.



Psychology

Faculty
Jonathan Vaughan, *Chair* (F)
Douglas A. Weldon, *Acting Chair (Fall)* (S)
Beverly R. Edmondson
Amy Herstein Gervasio (FS)
George A. Gescheider
Gregory R. Pierce
John M. Rybash
Penny L. Yee

The Department offers concentrations in General Psychology and Psychobiology, as follows:

General Psychology

A concentration in General Psychology consists of nine courses. These must include the following: the introductory survey, 101; four core courses (201, 203, 205, and 280); a course in cognitive psychology, 310 or 315; a course in clinical, developmental, or social psychology chosen from 324, 337, and 340; the Senior Project; and one elective. Departmental honors in Psychology recognize the distinguished achievement of students who excel in their coursework in the concentration and who are awarded distinction in the Senior Project by a vote of the Department. A minor in General Psychology consists of 101, 201, and 203; one course chosen from 310, 315, 324, 330, 337, 340, and 350, and one elective.

Psychobiology

A concentration in Psychobiology consists of 12 courses: Biology 110 and 210; Chemistry 111-112; Psychology 101, 205, 280, 330, and 350; one of the following courses in Biology: 222, 225, 331, 333, 336, 337, 444, and 446; one course in Psychology at the 200 level or above (students are encouraged to consider courses that are not strictly psychobiology courses when fulfilling this requirement); and the Senior Project. Departmental honors in Psychobiology recognize the distinguished achievement of students who excel in their coursework in the concentration and who are awarded distinction in the Senior Project by a vote of the Department. Students considering graduate work in neuroscience are advised to take Chemistry 223-224, Mathematics 113-114 and 140, and Physics 101-102.

Senior Project

The curricula in Psychology and Psychobiology are designed to prepare each student to undertake a senior project consisting of extensive research and theoretical inquiry, culminating in a written thesis and an oral presentation. The Senior Project can be completed over a period of either one or two semesters; therefore, concentrators must enroll in 500 and/or 501 during their senior year.

101F,S Introductory Psychology. An introduction to the science of human behavior. Topics include the nervous system, perception, learning, motivation, cognitive and social development, personality, individual differences, social behavior, psychopathology, and behavior disorders. Maximum enrollment in each section, 40. The Department.

201F,S Theories in Psychology. A comparative investigation of the behavioral, cognitive, developmental, humanistic, and psychoanalytic approaches that have been taken to study individual and social behavior in normal and abnormal populations. Classic and contemporary readings from Freud, Maslow, Piaget, Rogers, and Skinner. Prerequisite, 101. Rybash (Fall); Edmondson (Spring).

203F,S Research Methods in Psychology. A comparative investigation of experimental, observational, and correlational approaches to the study of individual and social behavior. Examples drawn from all areas of psychology. Laboratory work with

human and animal subjects. (Writing-intensive.) Three hours of lecture and two hours of laboratory. Prerequisite, 101. Maximum enrollment, 20. The Department.

205F Introduction to Brain and Behavior. Study of the structure and function of the nervous system as it relates to consciousness and behavior. Emphasis on psychobiological explanations of perception, learning, attention, motivation, emotion, and behavior disorders. Prerequisite, 101, or Biology 210, or consent of instructor. Gescheider.

211F Child Development. An introduction to the science of child behavior. Perceptual, cognitive, linguistic, social, and personality development from birth through childhood. Prerequisite, 101. Maximum enrollment, 40. Edmondson.

216F Social Psychology and Personality. Study of the influences of social contexts and personality characteristics on social behavior. Readings focus on empirical studies of social and personality processes. Emphasis on such topics as historical trends in approaches to the study of social behavior, assessment of personality and group behavior, and current theoretical and methodological issues in personality and social psychology. Prerequisite, 101. Maximum enrollment, 40. Pierce.

222S Psychology of Gender. For full description, see Women's Studies 222. Prerequisite, 101 or Women's Studies 101. Maximum enrollment, 25. The Department.

223F Abnormal Psychology. An introduction to the concept of abnormal behavior, with consideration of both psychological and sociological perspectives. Topics include classification, assessment, and treatment for disorders such as psychoses, anxiety and personality disorders, brain dysfunctions, and sexual variance, with emphasis on empirical research in these areas. Prerequisite, 101. Maximum enrollment, 40. The Department.

[230F] Psycholinguistics and Language Acquistion. For full description, see Linguistics 230.

235S Educational Psychology. The application of psychological theory and research to educational problems. Topics include the cognitive psychology of school learning, academic motivation, measurement of achievement and ability, classroom behavior management, and exceptional children. Prerequisite, 101. Maximum enrollment, 40. Edmondson.

[240S] Psychology of Music. For full description, see Music 240.

246S Artificial Intelligence. For full description, see Mathematics 246. Prerequisite, Computer Science 140 or consent of instructor. Hirshfield.

280F,S Statistics in Psychological Research. The application and interpretation of descriptive and inferential statistics in the study of psychological processes. Discussion of methodological and research design in the context of statistical techniques. Hypothesis testing using t-tests, analysis of variance, chi-square, regression, and nonparametric techniques. Use of statistical computer programs to analyze data. Prerequisite, 101. Weldon (Fall); Yee (Spring).

[290] The Psychology of Language and Thought. Research and theories of higher mental processes. The nature of linguistic representation and processing, and verbal and nonverbal reasoning. The question of whether a person's reasoning ability may be improved by appropriate psychological treatments. Prerequisite, 101. (Same as Rhetoric and Communication 290.)

[301] History of Psychology. An examination of the philosophical, cultural, and scientific bases of contemporary psychology. Prerequisite, 101.

310S Attention and Performance. The selection and transformation of information from sensation and memory as they affect perception, learning, cognition, and motor performance. Applications selected from reading, decision making, human factors, and attentional disorders. (Writing-intensive.) Three hours of class and three hours of laboratory. Prerequisite, 203 or 280. Maximum enrollment, 20. Vaughan.

315F Cognitive Psychology. Theoretical and methodological aspects of basic mental processes in attention, perception, memory, language, and problem solving. Emphasis on development of original empirical projects. (Writing-intensive.) Three hours of class and three hours of laboratory. Prerequisite, 203 or 280. Maximum enrollment, 20. Yee.

[321S] Seminar in the Psychology of Women. For full description, see Women's Studies 321.

324S Developmental Psychology. In-depth study of human memory across the life span. Emphasis on an examination of age-related and disease-related processes that influence various facets of memory, and on research methodologies used in the study of developmental change. Three hours of class and two hours of laboratory. Prerequisite, 203 or 280. Rybash.

330F Behavioral Neuroscience. Study of the biological basis of behavior, with emphasis on current developments in neuroscience. Detailed coverage of basic principles of neurophysiology and neuropharmacology. Discussion of current psychobiological research on neural plasticity, memory, drug dependence, and brain dysfunction. Laboratory work includes intracellular neurophysiological recording from neurons, neuroanatomical techniques, and behavioral measurement in animals. Three hours of class and three hours of laboratory. Prerequisite, 203, 205, or 280, or Biology 210. Weldon.

337S Advanced Social Psychology and Personality Laboratory. Study of the experimental and assessment methods used to investigate social psychological and personality processes. Focuses on the development of original research projects, often conducted in collaboration. Data collection, statistical analyses, papers based on findings, and oral presentations. Prerequisite, 203. Maximum enrollment, 20. Pierce.

340S Psychotherapy and Behavior Therapy. A selective study of psychotherapy, with consideration of recent trends in behavior therapy and theories encompassing both psychodynamic and behavioral methods. Special emphasis on laboratory work, including semester-long section in beginning interviewing and counseling skills, and data collection and interpretation. Prerequisite, 203 and 280, and either 201 or 223. Recommended to be taken in junior year if field project or internship is planned senior year. Maximum enrollment, 15. The Department.

[342] Psychopharmacology. A study of the effects of drugs on animal and human behavior. Topics include neuropharmacology, antipsychotics, analgesics, stimulants, hallucinogens, antidepressants, alcoholism, addiction, and the implications of drug effects for neurochemical theories of behavior. (Writing-intensive.) Prerequisite, 205, or Biology 222, or Chemistry 224.

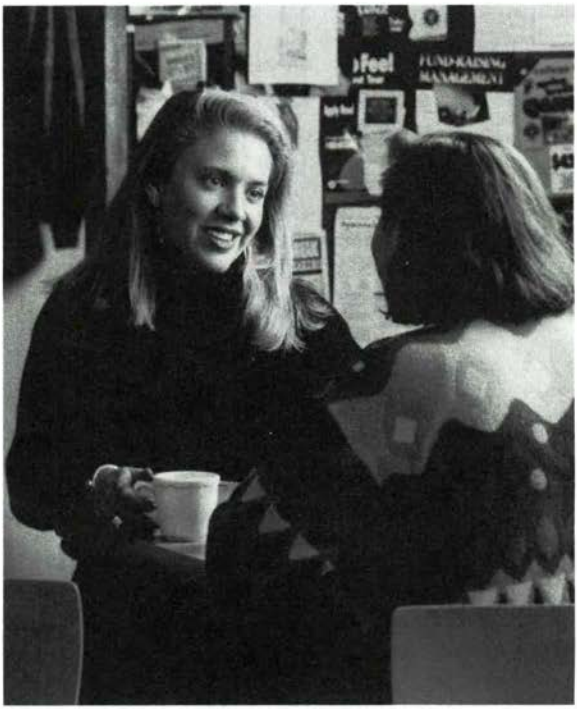
350S Psychophysics and Sensory Physiology. An investigation of the anatomy, physiology, and psychophysics of the senses. Introduction to the basic principles of sensory coding by an examination of visual, auditory, tactile, temperature, pain, and chemical senses. (Writing-intensive.) Three hours of class and three hours of laboratory. Prerequisite, 205 and 280. Maximum enrollment, 20. Gescheider.

[390] Clinical Psychology. An examination and evaluation of the major areas of study in clinical psychology, including psychopathology, psychotherapy, theories of assessment and testing, behavioral medicine, and life-span research. Consideration given to the ethical, legal, and professional issues confronting the clinical psychologist. Three hours of class and two hours of laboratory. Prerequisite, 201, 203, or 280. Maximum enrollment, 15.

455F Field Study in Psychology. Seminar in psychological services combined with eight to ten hours per week of field study in one of several cooperating local agencies and schools. Extensive written project addressing theoretical issues relevant to the population chosen for field work. Discussion topics include methods in provision of psychological, educational, and applied services, and methodological and ethical issues in psychotherapy, counseling, and educational psychology. Prerequisite, one course in

psychopharmacology or in clinical, social, or developmental psychology, and consent of instructor. Open to juniors and seniors only. Enrollment limited, depending on space available in cooperating agencies. The Department.

500F, 501S Senior Project. Supervised research on a specific problem in psychology or psychobiology based on proposals submitted to the Department by the end of a student's junior year. Open to senior concentrators. The Department.



Public Policy

The Public Policy Program is administered through the Departments of Government, Economics, and Philosophy. The activities of the Arthur Levitt Public Policy Center include direction of the interdisciplinary concentration in Public Policy and sponsorship of lectures and conferences.

A concentration in Public Policy consists of 251 and 500-501; Economics 100, 110, and 275; Government 230 or Economics 265; Government 338 (or 331); and Philosophy 222 and one additional advanced course in ethical analysis to be chosen in consultation with the Director. Concentrators must complete the following courses by the end of the junior year: 251; Economics 275; Government 230 or Economics 265; and Philosophy 222. Beginning with the Class of 1997, a concentration in Public Policy consists of 251, 382, and 500-501; Economics 100, 110, and 275; Government 116, 230, and 338; and courses chosen from the following options:

one of the following three courses:

Philosophy 222 **Contemporary Moral Issues**
Philosophy 271 **Ethics of Professions and Practices**
Philosophy 380 **Philosophy of Law**

one of the following three courses:

Philosophy 450 **Seminar in Ethical Theory**
Philosophy 460 **Seminar in Contemporary Theories of Justice**
Philosophy 470 **Seminar in Applied Ethics**

and one of the following nine "issue areas" courses:

Economics 315 **Women and Work**
Economics 350 **Economics of Poverty**
Economics 380 **Environmental Economics**
Economics 440 **Seminar: Public Economics**
Government 335 **The Criminal Justice System**
Government 361 **Urban Economics, Politics, and Public Policy**
Government 375 **Politics and Ideology in Public Education**
Sociology 230 **Urban Sociology**
Sociology 272 **Sociology of Poverty**

Beginning with the Class of 1997, concentrators must complete the following courses by the end of the junior year: 382; Economics 275; Government 116 and 230; one of the required courses in Philosophy; and one of the "issue areas" courses listed above. Credit from the Term in Washington Program may be substituted for up to two of the courses required for a concentration, with the approval of the Director. Students interested in pursuing graduate study in policy analysis or public management are encouraged to take additional courses in substantive areas of public policy and in mathematics and statistics.

To qualify for honors in Public Policy, a student must submit a distinguished record in the concentration and perform with distinction in the Senior Project. A complete description of the Senior Project is available in Kirner-Johnson 217.

A minor in Public Policy consists of 251, Economics 110 and 275, Government 230, and Philosophy 222. If the student's concentration is in Economics, Government, or Philosophy, these courses cannot count in both the student's concentration and the minor. Instead, courses that are required for both the concentration and the minor will be used to satisfy concentration requirements, and they will be replaced by alternative courses in the minor requirements. These alternative courses will be chosen by the Program Director in consultation with the Chair of the student's concentration department.

In addition to the required courses, there are many other courses in the college curriculum that will be of interest to Public Policy concentrators. Students interested

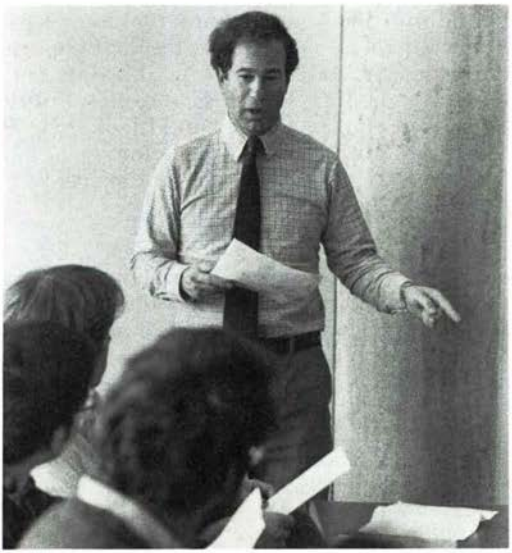
in the concentration should consult as early as possible with the Program Director, Professor Paul Gary Wyckoff (Government).

251S Introduction to Public Policy. Survey of current policies and issues in areas such as welfare, health care, the environment, and agriculture. Examination of methods and principles for evaluating policies. Perspectives on policy analysis from economics, philosophy, and political science. Prerequisite, Economics 110. Open to juniors and seniors with consent of instructor. (Same as Economics 251 and Government 251.) Maximum enrollment, 40. Wyckoff.

361F Urban Economics, Politics, and Public Policy. Tools of economics and political science used to understand urban problems. Discussion of urban problems and policies, including housing and homelessness, racial discrimination, crime, health care, and the finances of central cities. Analysis of the economic forces affecting urban areas. Application of political science models of the policymaking process to the urban context. Prerequisite, Economics 110. (Same as Economics 361 and Government 361.) Maximum enrollment, 35. Wyckoff.

382S Topics in Public Policy. The application of theories and methods of evaluation, design, and implementation in an intensive study of a significant problem of public policy. Emphasis on skills of analysis, writing, and problem solving by groups. Course work may be supplemented by field work as well as participation by scholars and practitioners sponsored by the Arthur Levitt Public Policy Center. Topic for 1993-94: Health Care. Focuses on reform of the health care financing and delivery systems. (Writing-intensive.) Prerequisite, 251. (Same as Government 382.) Maximum enrollment, 20. Wyckoff.

500-501 Senior Project. A two-semester senior project, culminating in a thesis. The Program.



Religious Studies

Faculty
Heidi Ravven, *Chair*
Peter D'Agostino
Stephenson Humphries-Brooks
Vanessa Vogel
Jay G. Williams (F)

A concentration in Religious Studies consists of nine courses. Four of these courses, including at least one 400-level course, should be in one of the following areas: Judaism, Christianity, the Bible, Asian and comparative religion. At least two courses should be selected from a second area of study and one from a third. A complete description of the Senior Project, which is to be completed within the context of a 400-level seminar, is available in Root 116. Honors are awarded on the basis of the cumulative average achieved in courses in the Department and the satisfactory completion of 501. A minor in Religious Studies consists of five courses, including three in one area, one of which should be at the 400 level.

[105F] Origins. An introduction to the study of religion through an analysis of the life, thought, and influence of five great figures: Gautama (Buddha), Lao-tze, Confucius, Jesus, and Mohammed. (Writing-intensive.) One lecture and two seminars each week. Open to first- and second-year students only. Maximum enrollment in each section, 20.

108F Native American Religious Traditions. An introduction to the study of indigenous religious traditions throughout the Americas. Focuses on the variety of religious traditions of the various cultural areas of the Americas (North, South, and Meso-) throughout history. Attention paid to the performative aspects of religious action that these traditions incorporate. Slide, film, and video intensive. Vogel.

111F Introduction to Judaism. Topic for 1993-94: Jewish Memory, Political and Personal. An analysis of major issues in Judaism through the Bible, history and literature. (Writing-intensive.) Maximum enrollment, 20. Ravven.

[115F] Goddesses, Ecstasy, and the Arts. A study of the feminine aspects of religious experience and how they are expressed creatively. Special attention paid to India, Western Europe, and the Americas. (Writing-intensive.) Maximum enrollment, 20.

117F The History of God. A critical introduction to selected books of the Jewish Scriptures/Christian Old Testament in their religious, historical, and literary contexts. (Writing-intensive.) Maximum enrollment, 20. Humphries-Brooks.

123F History of Christianity to 1500. A description, analysis, and interpretation of the relationship between Christianity and Western society in the Roman Empire until the "crisis of reform" in the late Middle Ages. Major themes include religious concepts of order (especially the papal concept) and their relationship to civil institutions, organized religious life (monasticism) and its relationship to reform movements, religious dissent and medieval heresy, and intellectual accomplishments and Christian spirituality. D'Agostino.

125S The Wonder That Was India. A cultural history of India from earliest times to the arrival of the British. Emphasis placed on religion, the arts, and poetry. (Writing-intensive.) Open to first- and second-year students who have not elected 325. Offered in two sections. Three hours of class and two of laboratory. Williams.

202F Dreams, Visions, and Myth Makers. A methods course in the ethnohistorical approach to religious studies. Focuses on a comparative interdisciplinary and non-textual approaches to indigenous religions, including the unique ways indigenous

religious traditions come into being and are expressed in dreams, visions, and through mythic renderings. Exploration of African, Native American, and Australian Aboriginal historical religious traditions. Slide, film, and video intensive. Vogel.

[204S] Movements in Twentieth Century Roman Catholic Thought. A survey of major movements in Roman Catholic thought since World War I. Readings include selections from the patristic revival, movements in liturgical and sacramental theology that led to the changes of the Second Vatican Council, the Thomist revival, new understandings of the theology of the church, the Roman Catholic opening to ecumenism, Rahner, and present-day liberation theology.

220F New Testament and Hellenistic Greek. For full description, see Greek 220 under Classics. Prerequisite, Greek 120 or equivalent. Not open to students who have taken Greek 210. Humphries-Brooks.

231F Literature of the Holocaust. A survey of responses to the Holocaust in fiction, film, memoir, drama, and poetry. Readings include selections from the writings of Elie Wiesel, Primo Levi, Appelfeld, and Spiegelman. (Writing-intensive.) Maximum enrollment, 20. Ravven.

233S The History of Christianity from 1500 to the Present. A survey of the social and intellectual development of Christianity from the reform movements of the sixteenth century through the modern period. Consideration of the relationship between the variety of post-Reformation Christianities and the economic and political order of Western society. Focuses on the crisis of late medieval society that culminated in the religious reforms of the sixteenth century, the expansion of Europe into the New World, the impact of the Enlightenment on Christian thought and practice, the significance of nationalism and class consciousness for Christian thought and practice, and theological developments in the nineteenth and twentieth centuries. D'Agostino.

240F Classical Mythology. For full description, see Classical Studies 240. Maximum enrollment, 75. Gold.

243S Chinese Religion and Thought. The Confucian and Taoist traditions and their historical development. Special emphasis on the relationships among the self, nature, and society in classical Chinese thought. Prerequisite, one course in Religious Studies or Philosophy, or consent of instructor. (Same as Philosophy 243.) (Offered in alternate years.) Williams.

256S Visions of Power: Indigenous Religions in North America. Explores the power of vision and vision quests among the religious traditions of Native American peoples. Emphasizes the historical and cultural differences between hunting and gathering Native traditions throughout the Americas in expressing these visions. Examines different visual and performative expressions of vision quests, including shamanism, sweat lodges, the Plain's sun dance, Zuni kachina ceremonies, and Iroquois dreaming. Slide, film, and video intensive. Vogel.

257S The New Testament. A critical introduction to the literature and history of early Christianity. (Writing-intensive.) Maximum enrollment, 20. Humphries-Brooks.

[265S] Music as an Expression of Religion. An examination of how music in representative oriental and occidental cultures has been employed to express religious ideas and feelings. Attention paid to the religious significance of dance, musical instruments, and notational and aural symbolism. No previous knowledge of music required.

[275S] Women and Spirituality. Historical and phenomenological consideration of women's encounters with spiritual realms. Focuses on mystics, prophets, healers, social activists, and feminist theologians. (Writing-intensive.) Prerequisite, one course in Religious Studies or consent of instructor. Maximum enrollment, 20.

[281F] The American Jewish Experience. An exploration of Jewish immigrant life, the adjustment to America, the conflict between generations, the impact of assimilation, anti-Semitism, the Holocaust, the founding of Israel, and feminism, through historical

sources, memoirs, short stories, novels, and films. (Writing-intensive.) Maximum enrollment, 20.

284S Religion in the Social Sciences. Examination of social scientific theories of religion in the context of nineteenth and twentieth century Western thought. Consideration of how originative social scientific thinkers (Freud, Marx, Durkheim, Weber) developed theories of religion to address a crisis of meaning in Western society and "classic" social scientific writings as modes of exporation and understanding that challenged traditional religious ways of seeing the world. D'Agostino.

[303S] Religion, the Political Order, and War in America. A historical study of the relation between religion and the political realm, with particular reference to political uses of violence. Focuses on religious thought on war and peace, American civil religion and the role of war in its development, and the influence of religion in the political arena, especially on matters of war and peace. Prerequisite, one course in Religious Studies or consent of instructor.

[311F] Modern Jewish Thought. A survey and analysis of the major issues of Judaism in modernity, including the emancipation of the Jews, the Jewish Enlightenment, Zionism, the Holocaust, and the rise of the reform movement and other alternatives to orthodoxy. (Offered in alternate years.)

315F Islamic Thought. For full description, see Philosophy 315. Prerequisite, one course in Philosophy or Religious Studies, or consent of instructor. (Offered in alternate years.) Blackwood

317F Jesus and the Gospels. A comprehensive introduction to the four Gospels, with special emphasis on the nature of early Christian views of Jesus. (Writing-intensive.) Maximum enrollment, 20. Humphries-Brooks.

[321F] Jewish Ethics. A study of Jewish ethics from the Bible to the present. The biblical moralization of the universe, the Mosaic covenant, the Prophets, and the Rabbis. Reform, Conservative, and Orthodox positions on issues of contemporary concern: medical and business ethics, war and peace, marriage and the family, the environment, and the relationship between ethics, religion, and politics. Prerequisite, one course in Religious Studies or Philosophy.

[325S] Hindu and Buddhist Thought. For full description, see Philosophy 325.

[327S] Hellenistic Religions. An examination of the religious systems of the Mediterranean world from 300 B.C.E. to 500 C.E. Focuses on state religion, hero cults, Egyptian mystery religions, the cult of Dionysius, Mithraism, and healing cults (Aesclepius), set in their historical and social contexts by the use of primary religious and historical texts as well as archaeological evidence. Prerequisite, one of the following: 240, 257, Classical Studies 110, 120, or 240. (Offered in alternate years.)

[339S] Christian Thought in the Third World. A study of the spread of Christianity in the colonial era, its interaction with indigenous cultures and religions, and its contemporary theological expression, especially in Latin American and Asian theologies of liberation. Prerequisite, two courses in Religious Studies or consent of instructor.

348S American Religious History. A survey examining the major themes of American religious history from the European encounter with the New World until the present. D'Agostino.

[365F] The World of Zen. The history of Ch'an (Zen) Buddhism. Zen texts and their philosophical implications. Zazen as an expression of these implications. The cultural influence of Zen in art, architecture, the tea ceremony, and archery. Prerequisite, two courses in Religious Studies or consent of instructor. (Offered in alternate years.)

370S Spirits Speaking Through: Traditional and Contemporary Arts of Native Americans. Focuses on the arts in Native American traditions as the way in which religious ideas are portrayed through visual and/or performative expressions and carried forward to succeeding generations. Includes painting, sculpture, storytelling,

healing rituals, dance, music, and earth works. The prehistory of Native North American arts, especially the Woodland people, as well as the regional and historical distinctions in traditional and contemporary arts of the last 500 years surveyed. Concludes with focus on contemporary Native artists, the spiritual aspects of their individual work, and the often complex relationship to their own religious community. Slide, film, and video intensive. Prerequisite, 108 or 202, or consent of instructor. Vogel.

[373F] American Religious Thought. An historical study of selected major thinkers from the Puritans to recent times. Focuses on religious aspects of American intellectual history and on American public or political theology. Prerequisite, two courses in Religious Studies or History, or consent of instructor.

[385F] Mahayana Buddhism. A study of the various traditions of Mahayana Buddhism through an analysis of selected texts in translation and secondary sources. Prerequisite, two courses in Religious Studies or consent of instructor. (Offered in alternate years.)

405S Seminar in Asian Religions. Topic for 1993-94: Intensive reading and discussion of several Indian thinkers, including Yogananda, Gandhi, Tagore, Radhakrishnan, Aurobindo, and Krishnamurti, who have attempted to address modern problems from a Hindu perspective. Prerequisite, two courses in Religious Studies or one in Religious Studies and one in Asian history. Maximum enrollment, 12. Williams.

406S Designing Women: Native American Women's Religious Expressions. Explores the ways that native women have woven themselves into the very fabric of Native American histories and mythologies. Emphasizes their remarkable legacy of visual and performative Native traditions, and their own special vision of religious belief. Focuses on Native women as agents creating their own traditions of religious expressions and beliefs that are distinctive of the female spirit, such as through textile arts, dance, and story. Slide, film, and video intensive. Prerequisite, 108 or 202, or consent of instructor. Vogel.

407S Seminar in Biblical Studies. Topic for 1993-94: The Celluloid Savior—The Presentation of Jesus Christ on Film. Prerequisite, two courses in Religious Studies, one of which must be 117, 257, or 317. Maximum enrollment, 12. Humphries-Brooks.

[410S] Seminar in Philosophy of Religion. For full description, see Philosophy 410.

[417S] Seminar in Christianity and Classical Culture. For full description, see Classical Studies 417. (Offered every third year; next offered 1994-95.)

431S Seminar in Judaism. Topic for 1993-94: Religion and Politics in Judaism. The exploration of topics in Jewish political thought through the study of Jewish classical texts. Prerequisite, two courses in Religious Studies, Philosophy, or political theory. Ravven.

475F Seminar in American Religious History. Topic for 1993-94: Immigration, Ethnicity, and American Catholicism. An examination of the significance of ethnic diversity for the Roman Catholic community in the United States. Prerequisite, one course in American history. Maximum enrollment, 12. D'Agostino.

501F,S Honors Program. A project resulting in a substantial essay supervised by a member of the Department. Open to qualified senior concentrators. The Department.

Rhetoric and Communication

Faculty
Richard F. Somer, *Chair*
Susan A. Mason

The Rhetoric and Communication Department provides systematic study of the substance and the process of oral communication with particular attention to their effects upon understanding, agreement, and coordinated action among people. To that end, every opportunity will be taken in all courses, whether in theory or performance, to develop the student as an informed and responsible participant in oral communication.

101F,S Foundations of Oral Communication. Introduction to basic concepts, procedures, and methods appropriate to interpersonal communication in a variety of contexts. Study of the role the mind plays in communication behavior, relationships between self-concepts and communication behavior, the symbolic nature of language and associated nonverbal codes, the significance of listening, and implications and consequences of communication behavior. Development of responsible interpersonal communication skills. Open to first- and second-year students only. Maximum enrollment, 40. The Department.

102S Language and Culture. For full description, see Linguistics 102. Maximum enrollment, 45. Urciuoli.

110F,S Introduction to Public Speaking. Study of the nature, purposes, and means of public speaking. Practice in formal spoken communication. Training in research, organization, and delivery. Oral and written evaluations, conferences, and videotaping. Maximum enrollment in each section, 18. Mason

[192F] Understanding Mass Media. Survey and analysis of American mass communication from the audience's perspective. Emphasis on the electronic media. Application of communication theory so as to develop a critical awareness of the persuasive, informative, and artistic capabilities and limitations of various media. Topics include history and development, communication environment, responsibilities, controls, functions, effects, and trends. (Offered in alternate years.)

[200S] Semantics and Pragmatics. For full description, see Linguistics 200.

210S The Expressive Voice. For full description, see Theater 210. Maximum enrollment, 18. Bellini-Sharp.

[220S] Persuasive Communication. Study and practice in the ways people try to influence each other through oral communication. Theoretical principles applied to various subjects, audiences, and situations ranging from public communication to interpersonal bargaining and negotiation. Topics include attitudes and beliefs, identification and congruity, response prediction, source credibility, strategic choices, and ethics. Open to sophomores, juniors, and seniors only. Prerequisite, 101 or 110. (Offered in alternate years.) Maximum enrollment, 18.

225S Phonetics and Phonology: The Analysis of Sound. For full description, see Linguistics 225. Maximum enrollment, 12. Urciuoli.

230F Leadership and Group Communication. Study of research and practice concerning the mutual influences exhibited by leaders and followers. Emphasis on effective use of communication in group work. Topics include principles, rules, and customs that govern group decision-making dynamics. Experiential learning in deliberation and problem solving. Open to sophomores, juniors, and seniors only. (Offered in alternate years.) Maximum enrollment, 18. Somer.

[240F] The Oral Tradition: From Tales to Texts. Study of stories and selected literary texts through performance. Development of mental and physical responsiveness

for sharing literature with others. Exercises in projection of attitudes, feelings, and emotions. Practice in dramatistic analysis and oral presentations. Audio and video recording of performances. Open to first-year students with previous experience in oral interpretation. (Same as Theatre 240.) Maximum enrollment, 18. (Offered in alternate years.)

[244F] Language, Self, and Society. For full description, see Linguistics 244.

[250F] Bridging Differences: Communication and Diversity. Study of communication behaviors and how they affect cultural and ethnic identities found in the United States. Exploration of attitudes, expectations, stereotypes, and verbal and nonverbal practices. Enhancement of communication habits appropriate to resolving intergroup conflicts, developing relationships, and building communities. (Writing-intensive.) (Same as Linguistics 250.) (Offered in alternate years.)

251F Language, Culture, and Performance. For full description, see Linguistics 251. (Offered in alternate years.) Urciuoli.

[258S] Nonverbal Communication and Social Interaction. For full description, see Anthropology 258.

260F Communication in the Global Village. Study of intercultural and international communication practices. Investigation of roles and effects of cultural and national identities in contexts ranging from interpersonal to mass communication. Analysis of cases involving codified presumption, constricted perceptions, and circumscribed interpretations. Mason.

[290] The Psychology of Language and Thought. For full description, see Psychology 290.

292F Media Form and Content. Study of the construction and evolution of broadcast messages and their applications. Analysis of advantages, limitations, restrictions, and transformations imposed by the media in conveying information and exerting influence. Review of ethical dimensions in both effective and questionable models of media campaigns. Role of audience attitudes and values in message creation. Laboratory application of electronic media to various communicative purposes. (Writing-intensive.) Open to sophomores, juniors, and seniors only. (Offered in alternate years.) Maximum enrollment, 20. Somer.

[300S] Communication Theory. Study of theoretical basis for analysis of human communication. Survey of major theorists. Examination of problematic concepts such as meaning, intent, and effectiveness. Construction of theoretical models. (Same as Linguistics 300.) (Offered in alternate years.)

333S Principles of Instructional Communication. Study of theoretical and practical elements of communication required for effective instruction. Strategic approaches to classroom interactions. Topics include self-concept, knowledge of others, Socratic discourse, ethics, and prerogatives. Experiential sessions. Maximum enrollment, 18. Mason.

341S Organizational Communication. Survey, analysis, and application of current theory and research on communication in organizations. Study of the effect of communication on member satisfaction and productivity. Topics include communication structures, functions, and contexts in organizations. Development of diagnostic and evaluative instruments. As prerequisite, 101 or 230 recommended. (Offered in alternate years.) Somer.

375S Seminar: Communication, Language, and Gender. Exploration of ways in which communicative and linguistic habits reflect societal values and stereotypical thinking in gender-related issues. Strategies and techniques for changing those habits that negatively affect the personal and professional development of women and men. (Offered in alternate years.) Mason.

392S Questioning the Media: Criticism of Radio and Television Content. Advanced study of the interpretation and evaluation of media content. Critical issues and multiple perspectives. Topics include technology and culture, power and control, audiences and users, ethics and values, and information management. (Writing-intensive.) Prerequisite, 192 or 292, or consent of instructor. (Offered in alternate years.) Somer.

[394F] Communication Dynamics of Political Campaigns. Study of candidate-media-electorate interaction, with special attention to presidential campaigns. Analysis of issue development, message construction, audiences, and media roles. Development of critical criteria. (Writing-intensive.) (Offered in alternate years.)

[450F] Seminar: Rhetorical Behavior and Community. Analysis of public discourse in historical and contemporary settings and its influence on community life. Topics include dynamics of rhetorical situations, forms of spoken argument and persuasion, audience roles and responses, freedom of expression, and ethical considerations. (Writing-intensive.). Open to juniors and seniors only. (Offered every third year.)

[460F] Criticism of Rhetoric. Advanced study of values in rhetorical practice. Readings in the history and theory of rhetoric, analysis of early rhetorical criticism. Development of a system of individual rhetorical values and criticism for use in the analysis of contemporary rhetorical practice. (Writing-intensive.) Open to juniors and seniors only. (Offered every third year.) Maximum enrollment, 20.

[495F] Seminar in Philosophy of Language: Words and Objects. For full description, see Philosophy 495.

Swahili

See Critical Languages.

Swedish

See Critical Languages.

Romance Languages and Literature

Roberta L. Krueger, *Chair*

The Department of Romance Languages and Literature offers programs of instruction and concentrations in French and in Spanish. The foreign language is used as much as possible in the introductory courses, while all upper-level classes are conducted entirely in the foreign idiom. Because modern language study is not an abstract learning exercise limited to the classroom, the Department strongly recommends study abroad and sponsors its own Junior Year in France and Academic Year in Spain programs.

French

Faculty
Patricia F. Cholakian
Rouben C. Cholakian
Françoise Davis
Martine Guyot-Bender
Roberta L. Krueger
Cheryl A. Morgan (FS)
John C. O'Neal (F)

Special Appointment
Laurence Wright

A concentration in French consists of eight courses numbered 140 or higher chosen according to one of the three combinations listed below; at least four courses must be taken at Hamilton or in the Junior Year in France program. French 211 and 212 must be taken before the senior year. French 200 is strongly recommended but is not obligatory as a prerequisite for 211 and 212. Any history, civilization, or culture course offered by another department concentrating specifically on France may satisfy the 250 requirement, but will not count as one of the eight concentration courses.

After 140 and in addition to 250 (or the equivalent), the student may choose one of three options:

1) 200, 211, 212, two 300-level courses, and one elective (two if 200 is waived);
2) 200, 211, either 304 or 306, either 308 or 310, and two electives (three if 200 is waived);
3) 200, 212, either 315 or 325, either 335 or 345, and two electives (three if 200 is waived).

Concentrators may not normally fulfill the requirements for the major through the election of a 200-level course during their senior year. All concentrators in French are required to: 1) enroll in a 300-level course in both the fall and the spring semesters of the senior year; 2) complete a substantial research paper in each of those courses; and 3) pass a proficiency examination early in the second semester of that year. A complete description of the Senior Program is available in Christian A. Johnson 202.

To attain honors in French, students must have an average of A – or better in all coursework in the Department, and must, during the spring semester of their senior year, complete a separate third course (550) with an average of A – or better on both the required paper and the oral defense.

A minor in French consists of five courses numbered 140 or higher, including at least one literature course and one course at the 300 level.

Hamilton College Junior Year in France

After a preliminary four-week orientation in Biarritz, students register at the Université de Paris III. In consultation with the Director, they select a program of four courses per semester from those offered at Paris III, or at other institutes such as the Institut d'Etudes Politiques, the Institut Catholique, and the Institut Britannique. In addition, a number of special courses taught by French professors are arranged by Hamilton in Paris.

The Université de Paris and the special institutes announce their courses at the beginning of each academic year. The Director makes specific course information available to students as soon as possible. A wide variety of courses in art history, economics, French language and literature, history, music, philosophy, political science, sociology, and theater are offered. Students are urged to take at least one semester of a language class, and are encouraged to select a balanced program of courses in different disciplines. A detailed description of selected courses offered in 1994-95 is contained in the program's catalogue.

All courses taken with the Hamilton College Junior Year count toward the graduation requirement. However, students with concentrations other than French must consult with the appropriate department before departure about transfer of credit for the concentration.

The Hamilton College Junior Year in France is for a full academic year. Since most university courses are annual courses, final evaluation occurs at the end of the second semester. In addition, the Department believes that far greater linguistic and cultural benefits are gained from an academic year in France, rather than from a semester. Concentrators and other serious language students are therefore encouraged to participate in the nine-month program.

110F First Term French. A thorough grounding in aural comprehension, speaking, reading, and writing. Four hours of class, with additional drill and laboratory work. Intended for beginners. Those who have previously studied French are required to take both 110 and 120 in order to earn credit. Consult the instructor. Davis.

120F,S Second Term French. Further work in aural comprehension, speaking, reading, and writing. Four hours of class, with additional drill and laboratory work. Prerequisite, 110. Students placed in 120 should select 120F, which is a general review; 120S is a continuation of 110. Wright (Fall); Davis (Spring).

130F,S Third Term French. Review of grammar and syntax. Reading and vocabulary training. Oral practice. Three hours of class, with additional drill and laboratory work. Prerequisite, 120. P. Cholakian (Fall); R. Cholakian (Spring).

140F,S Fourth Term French. Reading of selected texts, with outside reading. Practice in oral and written expression. Three hours of class, with additional drill and laboratory work. Prerequisite, 130. R. Cholakian (Fall); Wright (Spring).

200F,S Advanced French. Designed for students who wish to acquire a better command of spoken and written French and to improve their reading skills. Written as well as oral exercises and conversation. (Writing-intensive.) Taught in French. Prerequisite, 140 or consent of instructor. Maximum enrollment, 20. Guyot-Bender (Fall); Guyot-Bender and Krueger (Spring).

211F Introduction to French Literature I. Study and analysis of selected major works from 1800 to the present. Written reports and oral presentations. Taught in French. French 200 is strongly recommended but is not obligatory as a prerequisite; consult the Department. Guyot-Bender.

212S Introduction to French Literature II. Study of representative genres from the Middle Ages to 1800. Special attention to problems and techniques of literary analysis. Taught in French. French 200 is strongly recommended but is not obligatory as a prerequisite; consult the Department. Maximum enrollment, 20. O'Neal.

[250] Contemporary France. A study of selected topics pertaining to present-day French society. Discussion, written and oral work. Taught in French. Prerequisite, 140 or consent of instructor. May be taken by students who have had a 300-level course, in which case extra work is required.

260F French Women, Then and Now. Selected readings of and about women from the *ancien régime* to the present, as well as women from the Third World Francophone cultures. Study of both literary and non-literary texts, including current periodicals, tapes, and films. Taught in French with emphasis on class discussion, independent projects, oral and written reports, with a view to increasing proficiency

in reading, writing, and speaking. Not open to seniors returning from a year of study in a French-speaking country. Prerequisite, 200 or consent of instructor. May be counted toward a major or minor in Women's Studies. P. Cholakian.

[275] Conversation and Phonetics. Oral practice to build active vocabulary through dialogues, discussions, and short oral reports. Study of French pronunciation and intonation, with training in the laboratory. General tendencies of spoken French, with concentration on special problems of Americans. Prerequisite, 200 or consent of instructor. Department consent required for those who have studied in a French-speaking country.

280S Francophone Culture. An introduction to culture in French-speaking areas beyond the Hexagon: Africa, the Caribbean, Canada. Representative texts in different genres. Analyses, discussions, reports. Taught in French. French 200 recommended. Not open to students returning from a year or semester of study in France, except by consent of instructor. R. Cholakian.

[290] Career Skills in French. Introduction to the vocabulary and practices of the French world of commerce. Oral and written reports. Participation in simulated situations involving banking, telephoning, advertising, and job hunting. Readings taken from current periodicals. Extensive use of audiovisual resources. Taught in French. Prerequisite, 140 or consent of instructor. Not open to seniors except by special permission.

295S Advanced Composition and Oral Practice. A practical course, conducted entirely in French, with emphasis on oral and written use of the language. Regular compositions and short oral reports. Particularly intended to prepare students for study abroad. (Writing-intensive.) Prerequisite, any 200-level course or consent of instructor. Department consent required for those who have studied in a French-speaking country. Maximum enrollment, 18. Davis.

[304] Medieval French Literature. Analysis of selected twelfth and thirteenth century courtly romances, with special attention to the evolution of the legend of King Arthur. Topics include the romances' presentation of love and chivalry, the role of women, and the medieval concept of authorship and reading. Taught in French. Prerequisite, any 200-level course or consent of instructor. (Next offered 1994-95.)

306F Renaissance Poetry. The poetic eye/I in the works of Villon, Scève, Labé, Du Guillet, Ronsard, du Bellay, d'Aubigne, and Sponde. Analyses, discussions, and recitations. Taught in French. Prerequisite, any 200-level course or consent of instructor. R. Cholakian.

[308] Seventeenth Century French Literature. Analysis of the role of desire in the tragic and comic perspectives of seventeenth century literature. Authors read include Corneille, Molière, Racine, Lafayette, and La Fontaine. Written compositions and oral *explications de textes*. Taught in French. Prerequisite, any 200-level course or consent of instructor. (Next offered 1994-95.)

310S The French Enlightenment. An examination of France's eighteenth century literature and the questions it raises about nature, sensibility, cultural relativism, genius, social organization, and morality. Readings include works by Prévost, Voltaire, Graffigny, Diderot, La Mettrie, Rousseau, and Laclos. Taught in French. Prerequisite, any 200-level course or consent of instructor. O'Neal.

[315] Nineteenth Century French Literature. Traces the emergence of radical individualism and the concomitant loss of several different forms of authority. Readings include works by de Staël, Chateaubriand, Lamartine, Hugo, Vigny, Musset, Stendhal, Balzac, and Nerval. Prerequisite, any 200-level course or consent of instructor. (Next offered 1994-95.)

325F The Nineteenth Century Novel and Society. Analysis of the novel as commentary on and critique of social-historical transformations. Special attention to

issues of class and gender. Authors studied include Balzac, Flaubert, Sand, and Zola. Taught in French. Prerequisite, any 200-level course or consent of instructor. Krueger.

[335] Early Twentieth Century. Literary developments in the theater, novel, and poetry between 1900 and 1939. Authors studied include Gide, Claudel, Apollinaire, Proust, Valéry, Colette, and Malraux. Lectures, discussions, outside reading, and oral and written reports. Prerequisite, any 200-level course or consent of instructor. (Next offered 1994-95.)

345S War in Twentieth Century Literature. Exploration of various ways of writing about war, with an emphasis on novel and film. Textual analysis to examine notions such as commitment, parody, the writing of history, and the treatment of reality in modern fiction. Introduction to narrative technique and the theory of the novel. Authors studied include Cocteau, Duras, Leduc, Gracq, and Modiano. Taught in French. Prerequisite, any 200-level course or consent of instructor. Guyot-Bender.

370S Fictions of Desire: The Rise and Fall of Romantic Love. Study of the origins and evolution of romantic love in French literature and critical theory from the Middle Ages to the present. Topics include courtly love, subjectivity, gender and class relationships, love and power, and the problem of desire. Authors studied include Andreas Capellanus, the troubadours, Marie de France, Mme de Lafayette, Laclos, Stendhal, Proust, and Duras. Taught in French. Prerequisite, any 200-level course or consent of instructor. Krueger.

550S Honors Project. Independent study program consisting of the preparation and oral defense of a paper, for students who qualify as candidates for departmental honors. Only students having an average of A- or better in courses counting toward the concentration at the end of the first semester of the senior year may qualify. In order to earn honors, other requirements must be fulfilled as outlined above. The Department.

Spanish

Faculty
Cecelia B. Lawless
Jeremy T. Medina (FS)
Susan Sánchez Casal
Santiago Tejerina-Canal
Tamara R. Williams

Special Appointments
Juan Ramón Barrero
Louis G. Baskinger
Carlota Powers

A concentration in Spanish consists of eight courses numbered 140 or higher, at least four of which must be taken at Hamilton or in the Hamilton College Academic Year in Spain program. These must include one course in civilization (either Spanish or Latin American) and an advanced course in each of the following: nineteenth or twentieth century Spanish literature, Latin American literature, and Cervantes' *Don Quijote.* In addition, at least one other course on the 300 (or 500) level must be taken, excluding Spanish 390. The Department strongly recommends that a student complete at least two 200-level courses before entering a course at the 300 level. Any history, civilization, or culture course offered by another department concentrating specifically on Spain or Latin America may satisfy the civilization requirement but will not count as one of the eight concentration courses. Only one course in translation may be counted as one of the eight courses for the concentration or as one of five required for a minor. However, courses in translation may satisfy the advanced course and civilization requirements. Concentrators may not normally fulfill the requirements for the major through the election of 200-level courses during their senior year. Concentrators will be required to pass a language proficiency examination after the first semester of the senior year.

All concentrators in Spanish are required to complete the Senior Program sequence by: 1) participating in a 300-level course in both the fall and spring semesters. Honors students will take 550 in lieu of a 300-level offering in the spring. A substantial research paper must be written in one of these courses; 2) reviewing works on a list prepared in consultation with the Department, in preparation for: 3) a comprehensive examination taken at the end of the senior year. A complete description of the Senior Program is available in Christian A. Johnson 202.

Candidates for honors in Spanish are required to complete with distinction 550 (Honors Project) and to earn a B + or better on the comprehensive examination.

A minor in Spanish consists of five courses numbered 140 or higher, including at least one literature course and one course (excluding courses in translation) at the 300 level.

Hamilton College Academic Year in Spain

The Academic Year in Spain was established in 1974 in order to offer the highest possible academic standards (i.e., distinguished professors, small classes, and the speaking of Spanish only), along with careful attention to the intellectual, cultural, and social needs of each student.

Directors-in-residence are drawn from Hamilton, Williams, and Swarthmore Colleges. The program is administered at Hamilton by a General Director and by the Programs Abroad Committee of the Department of Romance Languages. Also affiliated with the program are Amherst and Haverford Colleges.

All courses are taught entirely in Spanish and encompass a wide variety of linguistic and cultural areas, including advanced language, the art of translation, the history of Spanish art, cinema, analysis of poetic texts, Cervantes, contemporary theater, nineteenth and twentieth century narrative, contemporary Spanish and Latin American history, the economy of Spain, anthropology, sociology, contemporary Spanish politics, folklore and music, and the role of Spain within the current European context. The courses are given by the Facultad de Filosofía y Letras of the Universidad Complutense de Madrid or by other authorities in the field of letters, history, social science, or the arts. Language and civilization classes form part of a fall orientation program in the northern coast village of Comillas, while a similar arrangement for spring students takes place in the town of Nerja on the southern coast. Frequent group excursions to all parts of Spain serve to complement the rich academic and social opportunities of the capital city.

The program is open to sophomores, juniors, and first-semester seniors. Although it is in principle a full-year program, application may be made for either the fall or spring sessions. To be eligible, students must normally have completed at least one 200-level Spanish course and have a strong academic average.

110F First Term Spanish. Thorough grounding in aural comprehension, speaking, reading, and writing. Linguistically oriented and conducted according to the intensive oral method. Four hours of class, with additional drill and laboratory work. Williams.

[115] Intensive Spanish I. Intensive training in all of the language skills and grammar. Designed for enthusiastic beginning students who wish to accelerate their learning of Spanish. Successful completion of the course will normally place students into 130 or 135. Two credits. Five hours of class, with additional three hours of laboratory work, drill, and activities with teaching assistants.

120F,S Second Term Spanish. Further work in aural comprehension, speaking, reading, and writing. Four hours of class, with additional drill and laboratory work. Prerequisite, 110. Baskinger (Fall); The Department (Spring).

130F,S Third Term Spanish. Intensive grammar review. Stress on oral practice and selected readings from modern Spanish texts. Three hours of class, with additional drill and laboratory work. Prerequisite, 120. Powers and Sánchez (Fall); Sánchez (Spring).

[135] Intensive Spanish II. Intensive grammar review and further work in all the language skills through the reading of selected texts and intensive practice in oral and written expression. Designed for enthusiastic intermediate students who have passed 115 with success or 120 with distinction, and who wish to accelerate their learning of

Spanish. Successful completion of the course will normally place students into 200. Two credits. Five hours of class and three hours of laboratory work, drill, and activities with teaching assistants.

140F,S Fourth Term Spanish. Reading of selected texts. Practice in oral and written expression. Three hours of class, with additional drill and laboratory work. Prerequisite, 130. Lawless (Fall); Tejerina-Canal (Spring).

[150] Spanish for Native Speakers. A comprehensive, structural review of the Spanish language for bilingual students. Writing skills developed through topics in composition. Three hours of class, with additional drill work. Placement by departmental examination. (Offered in alternate years.) Maximum enrollment, 10.

200F,S Advanced Spanish. Designed for students who wish to acquire a better command of the language. Emphasis on conversation based on readings selected from Latin American or Spanish peninsular sources. (Writing-intensive.) Written compositions and exercises. Three hours of class and an additional conversation hour, with supplementary laboratory work. Taught in Spanish. Prerequisite, 140 or consent of instructor. Maximum enrollment, 20. Tejerina-Canal and the Department (Fall); Lawless and Williams (Spring).

210F Introduction to Spanish Literature. Intensive study and analysis of selected modern works. Emphasis on student participation and on original application of critical methodology. Taught in Spanish. Prerequisite, 140 or consent of instructor. Tejerina-Canal.

220S Special Topics in the Spanish and Spanish American World. Topic for 1993-94: Transcontinental Spanish Cinematic Voices. Special discussions in English. Prerequisite, consent of instructor. (Same as Comparative Literature 220.) Lawless and Vernon.

[230] The Hispanic U.S.A. A study of the Hispanic presence and influence in the United States, intended to instill knowledge of and an appreciation for the important role of Hispanics in this country. Readings cover Spain's presence from the sixteenth to the nineteenth centuries, the Mexican state, and the current reality of Hispanics in the United States. Taught in Spanish. Prerequisite, 140 or 150, or consent of instructor.

240F Latin American Civilization. An interdisciplinary study of Latin American histories, cultures, societies, and struggles, from the pre-Columbian period to present day as reflected in various cultural media, such as film, music, art, literature, and the essay. Study includes related and sometimes contradictory cultural theories and practices such as those of the new Latin American song, the Catholic Church, liberation theology, the women's movement, popular culture, and the pedagogy of the oppressed. Taught in Spanish. Prerequisite, 140 or consent of instructor. Sánchez.

[250] Spanish Civilization. A study of the culture of Spain, including history, painting, music, and the development of the modern Spanish character, with emphasis on contemporary social, political, and religious problems. Taught in Spanish. Prerequisite, 140 or consent of instructor. (Offered in alternate years.)

[260] Introduction to Spanish American Literature. A panoramic view of the development of Spanish American literature, emphasizing representative works of each period or literary school. Introduction to basic skills for literary analysis. Taught in Spanish. Prerequisite, 140 or consent of instructor. (Offered in alternate years.)

[270] The Art of Translation. Theoretical and practical study of the process of translation, both from Spanish to English and from English to Spanish. Reference to a wide variety of texts in order to introduce the student to the language of different levels of discourse. (Writing-intensive.) Taught in Spanish. Prerequisite, 140 or 150, or consent of instructor. Maximum enrollment, 20.

285S Hispanic Cinematic Voices. Analysis of films from both Spain and Latin America from a comparative, semiotic vewpoint. Seen outside of class time, they include works by such directors as the Spaniards Almodovar, Saura, and Buñuel, and the Latin

Amercians Guitérrez Alea, Babenco, and Echeverría. Includes discussion of the *telenovela,*the documentary, drama, and comedy genres. Taught in Spanish. Prerequisite, 140 or consent of instructor. Lawless.

[300] Medieval Spanish Literature. An in-depth view of the beginning and early development of Spanish literature, emphasizing key works for an understanding of later Spanish and Spanish American literature: Jarchas, *El Poema de Mío Cid, Auto de los Reyes Magos, El Conde Lucanor, Libro de Buen Amor,* poetry of the *Romancero, Coplas por la Muerte de su Padre, Cárcel de Amor,* and *La Celestina.* Taught in Spanish. Prerequisite, any 200-level course or consent of instructor. (Offered every third year.)

[305] Masterpieces of Golden Age Literature. Detailed study of some of the major works of the sixteenth and seventeenth centuries drawn from the narrative, dramatic, and poetic production of the Golden Age. Includes prose by Cervantes and the creators of the picaresque novel, plays of Lope de Vega and Calderón, and poetry of Garcilaso, Fray Luis de León, San Juan de la Cruz, Quevedo and Góngora. Taught in Spanish. Prerequisite, any 200-level course or consent of instructor. (Offered every third year.)

[315] Modernismo. Analytical study of the first literary movement of Latin American origin to have a major impact on all Hispanic literature. Includes essay, prose fiction, poetry and theater of such *modernista* writers as Rubén Darío (Nicaragua), Rodó and Herrera Reissig (Uruguay), Martí and Casal (Cuba), Gutiérrez Nájera, Amado Nervo and González Martínez (Mexico), Lugones and Larreta (Argentina), Valle-Inclán and the Machados (Spain), Asunción Silva (Colombia), Jaimes Freyre (Bolivia), and Santos Chocano (Peru). Taught in Spanish. Prerequisite, any 200-level course or consent of instructor. (Offered every third year.)

[320] Contemporary Latin American Novel. Reading and discussion of the major works by the generation of writers known as the Latin American "boom": Borges, Rulfo, Cortázar, Fuentes, García Márquez, Vargas Llosa, and Carpentier. Consideration given to the political factors that inform the ideological definitions of these writers. Taught in Spanish. Prerequisite, any 200-level course or consent of instructor. (Offered every third year.)

[321] Contemporary Latin American Narrative in Translation. Reading and discussion of twentieth century narrative texts by representative Latin American authors. Includes works by Borges, Fuentes, García Márquez, Donoso, Vargas Llosa, and Allende. Consideration given to historical and political contexts that inform their writings. All texts and classwork in English. Prerequisite, one course in literature. (Offered every third year.)

325F Twentieth Century Latin American Poetry. Study of representative works by twentieth century Latin American poets. Authors include Nicolás Guillén, Gabriela Mistral, Juana de Ibarbourou, Delmira Agustini, Vicente Huidobro, César Vallejo, Pablo Neruda, Octavio Paz, Ernesto Cardenal, and Raúl Zurita. Taught in Spanish. Prerequisite, any 200-level course or consent of instructor. (Offered every third year.) Williams.

[330] Contemporary Spanish Novel. Critical reading and discussion of selected novels of Spain written from the Civil War to the present. Development of different trends in modern Spanish prose, with emphasis on the works of such authors as Cela, Laforet, Martín-Santos, Juan Goytisolo, Torrente Ballester, and Martín Gaite. Taught in Spanish. Prerequisite, any 200-level course or consent of instructor. (Offered every third year.)

335S Twentieth Century Spanish Theater. Study of the development of the theater in Spain through the twentieth century, with emphasis on a critical reading and discussion of works by Benavente, Arniches, Grau, Valle-Inclán, Buero Vallejo, García Lorca, Sastre, Muñiz, Arrabal, and Ruibal. Taught in Spanish. Prerequisite, any 200-level course or consent of instructor. Tejerina-Canal.

[340] Latin American Women Writers. Study of the literature written by women in Latin America. Discussion of "women's" language and discourse, the relations between race, class, and gender, and some theoretical and critical aspects dealing with gender and writing. Authors studied include Ana Lydia Vega, Magali García Ramis, Sor Juana Inés de la Cruz, Elena Poniatowska, Luisa Valenzuela, Rosario Ferre, Aida Cartagena, and Ola Orozco. Taught in Spanish. Prerequisite, any 200-level course or consent of instructor. (Offered every third year.)

342S Translation: Latin American Women Writers. Engagement of the narrative of Latin American women writers in critical dialogue with history, society, and the literary canon. Investigation of the specificity of "women's writing," placing it alongside the larger institutional body of Latin American narrative. Texts selected from Sor Juana Inez de la Cruz, Nellie Cambobello, Rosario Castellanos, Amparo Dávila, Marta Traba, Elena Poniatowska, María Luisa Bombal, Isabel Allende, Ana Lydia Vega, Luisa Valenzuela, Elena Garro, as well as selections from the "Boom" writers. Taught in English. Prerequisite, one course in literature or consent of instructor. (Same as Women's Studies 341.) Sánchez.

345S Topics in Latin American Colonial Literature. An examination of texts from the period of the "discovery," conquest and colonization of Latin America, and of critical theory about this period. Special attention to the invention of America, oral vs. written traditions, the enactment and suppresson of identity, cultural hybridization and transculturation, narrative strategies, and the role of history and writing. Readings will include works by Columbus, Cortés, las Casas, Castillo, Oviedo, and Sahagún, as well as works by the Inca Garcilaso de la Vega, Guaman Poma de Ayala, the Mayan book of prophecies of *Chilam Balam* and the *Popol Vuh*. Taught in Spanish. Prerequisite, any 200-level course or consent of instructor. Williams.

[350] The Realistic Novel. Analysis of the works of leading writers of the Realistic Movement in Spain. Special attention to Galdós, but including novels by Alarcón, Valera, Pardo Bazán, Clarín, and Blasco Ibáñez. Taught in Spanish. Prerequisite, any 200-level course or consent of instructor. (Offered every third year.)

[360] The Generations of 1898 and 1927. Study of the Generation of 1898 and the poets of the Generation of 1927, including Jiménez, Antonio Machado, Baroja, Unamuno, Azorín, Benavente, Salinas, Guillén, García Lorca, and Alberti. Ideas, trends, and new concepts of Spanish literature in the twentieth century. Taught in Spanish. Prerequisite, any 200-level course or consent of instructor. (Offered every third year.)

[370] Special Topics in Spanish Literature. Taught in Spanish. Prerequisite, any 200-level course or consent of instructor.

372F Spanish Women Writers. Study of literature written by women writers of post-Franco Spain. The "foundational fictions" of earlier women authors Santa Teresa, Emilia Pardo Bazán, and Gertrudis Avellaneda read to acquire an initial understanding of issues of class, sexuality, race, and politics, followed by discussion of such twentieth century writers as Carmen Martín Gaite, Esther Tusquets, and Ana Moix. Taught in Spanish. Prerequisite, any 200-level course or consent of instructor. (Same as Women Studies 372.) Lawless.

[380] Cervantes' *Don Quijote*. Careful analysis of the style, characterization, theme, and structure of Spain's greatest literary masterpiece, and the study of the work's relationship to the major social and intellectual currents of the seventeenth century. Taught in Spanish. Prerequisite, any 200-level course or consent of instructor. (Offered every third year.)

[381] Cervantes' *Don Quijote* in Translation. For description, see Spanish 380. Taught in English. Prerequisite, one course in literature or consent of instructor.

[390] Advanced Composition and Oral Practice. Study of Spanish at the most advanced level, with emphasis on the practical application of the oral and written use of the language. (Writing-intensive.) Regular compositions and short oral reports.

Taught in Spanish. Prerequisite, one 300-level course or three 200-level courses, or consent of instructor. Departmental consent required for those who have studied in a Spanish-speaking country. Open to sophomores. (Offered every third year.) Maximum enrollment, 18.

550S Honors Project. Independent study program consisting of the preparation and oral defense of a paper, for students who qualify as candidates for departmental honors. Only students having an average of at least 88 in courses counting toward the concentration at the end of the first semester of the senior year may qualify. In order to earn honors, other requirements must be fulfilled as outlined above. The Department.

Russian

See German and Russian Languages and Literatures.

Russian Studies

The interdisciplinary concentration in Russian Studies consists of nine courses, including the core courses Russian 300 and 330, and History 221 and 222; four other courses from the list below; and the Senior Project (550), which must include use of Russian language sources and be undertaken under the guidance of the members of the Russian Studies Committee. Completion of the Senior Project requires registration in Russian Studies 550. A copy of the description of the Senior Program in Russian Studies is available in Christian A. Johnson 208. Study in Russia can be counted toward the concentration. Honors will be determined by excellence in coursework and the Senior Project. A minor in Russian Studies consists of Russian 220 and 300; and History 221 and 222.

The program in Russian Studies is administered by a faculty committee consisting of Professors Franklin Sciacca (Chair) (Russian), John Bartle (Russian), and Anne Gorsuch (History).

550S Senior Project: Seminar in Russian Studies. First part of semester conducted in seminar format, with the primary goal of investigating and evaluating critical approaches to research in Russian Studies. Individual research topics will culminate in a thesis and public presentation. Open to seniors only. Required of senior concentrators. Sciacca.

Government

213F **Post-Soviet Politics**
[314S] **Change in Communist Regimes**

History

115S **State and Society in Russia**
221F **Imperial Russia**
222S **The Soviet Union**
[322S] **Studies in Russian Intellectual Dissent**
345F **Studies in Russian History**

Russian

[170F] **Book Banning in Russia and America: A Cross-Cultural Inquiry into the Nature of Censorship**
[188S] **Voices from Beyond the Fourth Wall: Nineteenth and Twentieth Century Russian and East European Theater**
220S **Intermediate Russian II**
[225F] **Madness, Murder, and Mayhem: Nineteenth Century Russian Literature**
226S **The Russian Avant-Garde**
250S **Russian Civilization: Unravelling the "Riddle Wrapped in a Mystery inside an Enigma"**
[298S] **Russian Fairy Tales, Myths, and Legends**
[300F] **Advanced Russian I**
[330S] **Advanced Russian II**
400F **Seminar in Russian Language for Research**

Sociology

Faculty
Daniel F. Chambliss, *Chair*
Gwendolyn A. Dordick
Dennis Gilbert
Haldun N. Gülalp
Paula C. Rust (S)

A concentration in Sociology consists of 101, 301, 302, and five additional courses, including 550 (Senior Project). Concentrators are encouraged to take a course in modern European history prior to the junior year. Statistics is recommended for students considering graduate study. A Senior Project (550) is required for the concentration. A complete description of the Senior Project is available in Kirner-Johnson 136. An oral examination based on a distinguished Senior Project is required of candidates for honors. A minor in Sociology consists of 101, 301 or 302, and three additional courses.

101F,S Introductory Sociology. Sociological perspective on human behavior. Classic and contemporary sociological concepts that further an understanding of the structure, process, stability, and change of social life. Not open to juniors and seniors except by permission of the Department. Maximum enrollment, 45. The Department.

[204F] Social Stratification. Origins and consequences of inequalities in the distribution of wealth, income, power, and prestige. Power structures, class conflict, social mobility, and class differences in social values and life-styles. Theories of stratification, including those of Marx, Weber, and the functional school. (Next offered 1994-95.)

[220F] The Sociology of Addiction. The concept of addiction and the nature of addictive behavior. Examination of traditional addictions, e.g., alcohol, tobacco and other drug addictions, as well as the controversy surrounding the recent expansion of the concept into the areas of "love" and "sex" addiction. Implications for detection and treatment. Racial, gender, and class differences in the incidence and form of addictive behavior. Prerequisite, 101 or consent of instructor. (Next offered 1994-95.)

225F Latin American Society. Latin American revolutions examined in the context of long-term processes of social and economic change. Topics include development strategies, the relationship between economic growth and distribution, class conflict in urban and rural settings, population growth, and the influence of foreign investors and their governments. Gilbert.

230F Urban Sociology. An introduction to various aspects of the sociology of the American city. Unique qualities of the city as social form. Specific topics include suburbanization and gentrification, the new immigration, race and ethnic relations, and urban poverty and problems. Dordick.

[240S] Self in Society. An intermediate-level course in phenomenological social psychology. Emphasis on the nature of the self, the life world as experienced, the taken-for-granted nature of social life, roles and bad faith, and the routinization of everyday life. Personal applications possible in journal and papers. Prerequisite, one course in Sociology or Psychology. (Next offered 1994-95.)

242F The Social Consequences of Psychosexual Diversity. Examination of transsexualism, transvestism, lesbianism, male homosexuality, and the social reaction to psychosexual diversity in the contemporary United States. Topics include life-styles and subcultures, identity change, sociopolitical movements, and scientific perspectives. Critical examination of sociological literature on stereotypes and deviance. Guest speakers, films, and class discussion augment lecture. Prerequisite, 101 or consent of instructor. Maximum enrollment, 40. Rust.

[244F] Language, Self, and Society. For full description, see Linguistics 244. (Offered in alternate years.)

[247S] Sociolinguistic Constructions of the "Hispanic" in the U.S. For full description, see Linguistics 247.

[248S] State and Society in the Middle East. Social and political history of the Middle East. Analysis of the class structures and political regimes in the region. Examination of problems related to development and democracy. Prerequisite, one course in social science or consent of instructor.

[251F] Survey of Social Psychology. A review of the classic work in the field and a broader "liberal arts" view of social psychology. Includes such authors as Nietzsche, Freud, and Sartre. A more philosophic, less scientific, view of social psychology. Prerequisite, one course in Sociology or Psychology. (Next offered 1994-95.)

272S Sociology of Poverty. Distribution and character of poverty in the United States. Ethnographic descriptions of impoverished populations, including urban ghetto dwellers, migrant farm workers, and the aging. Malnutrition, health care, unemployment, and other special problems of the poor. Competing explanations of persistent poverty in an affluent society. The welfare system and other relevant policy topics. Includes internship, one-half day per week in poverty agency. Gilbert.

301S Sociological Theory. Examination of classic and contemporary sociological concepts and perspectives. Emphasizes historical origins and development of the sociological discipline. (Writing-intensive.) Prerequisite, 101 or consent of instructor. Maximum enrollment, 20. Gilbert.

302F Research Methods. Formulation of a research problem, choice of an appropriate research strategy, execution of that strategy, and interpretation of the results. Both qualitative and quantitative methods presented, with emphasis on the quantitative, including measurement of variables and use of statistical techniques to test hypotheses. Prerequisite, concentration in a social science discipline or consent of instructor. Rust.

[303S] Sociology of Knowledge. An effort to understand the implications of the idea that thought is related to social position and linguistic practices. Authors studied include Marx, Mannheim, Berger, and Marcuse. A strong background in social science recommended, as well as some work in philosophy. (Next offered 1994-95.) Maximum enrollment, 20.

305F Seminar in Marxist Sociology. Critical examination of the sociological thought of Karl Marx and recent Marxist writers. Topics include alienation, ideology, imperialism, social classes and the state, and recent changes in the class structure of industrial societies. Prerequisite, one course in social science. Maximum enrollment, 20. Gilbert.

[307F] Sociology of Formal Organizations. Analysis of large-scale organizations. Topics include bureaucratic structure, power, technology, change, anarchy, and interaction between organizations and their environments. Prerequisite, 101 or consent of instructor. (Next offered 1994-95.) Maximum enrollment, 40.

312S Field Methods. An introduction to methods for studying social worlds in their natural contexts. Methods of fieldwork, including observation, various kinds of participation and informal interviewing. Emphasizes practice—getting out in the field, writing up field notes, and analyzing data. Limited to juniors and seniors. (Writing-intensive.) Maximum enrollment, 20. Dordick.

326S Voices of the Third World. Examination of the historical origins and contemporary structures of politics, ideology, and social class in the Third World. Cultural reactions to formal and informal colonialism from secular nationalism to religious fundamentalism. (Writing-intensive.) Prerequisite, 101 or consent of instructor. Maximum enrollment, 20. Gülalp.

[360S] Seminar on Social Change in Latin America. Political upheaval and long-term processes of change, including economic development, shifting class structures, demographic change, ideological transformation, and mass mobilization. Topics and countries covered will vary from year to year. Maximum enrollment, 12.

365S Political Sociology. Examination of the relationship between social structure and state power. Topics include social and historical foundations of nationalism, democracy, authoritarianism, and revolution. Prerequisite, one course in social science or consent of instructor. (Same as Government 365.) Gülalp.

[370F] Seminar on the Social and Literary Constructions of Women's Sexuality. Exploration of the roles of social structure and ideology in the definition of women's sexuality, including a survey of women's sexuality in historical, literary, and cross-cultural perspectives. Special attention to the intersection of sexuality, race, and class. Topics include sexual coercion, prostitution, pornography, sexual orientation, and the organization of women's health care. Prerequisite, two of the following: 101, Women's Studies 101, or one course in literature; or consent of instructor. (Same as Comparative Literature 370 and Women's Studies 370.) (Offered in alternate years.) Maximum enrollment, 15.

550F,S Senior Project. Investigation of a sociological topic resulting in a thesis or several shorter papers on various topics. Open to seniors only. Chambliss.

Spanish

See Romance Languages and Literature.

Theatre and Dance

Carole Bellini-Sharp, *Chair*

Theatre

Faculty
Carole Bellini-Sharp
Gerald Large

Special Appointment
William Burd

A concentration in Theatre consists of the following: for acting, 101, 102, 105, 201, 202, 210, 301 or 350, 307 and 308, and 550 or 560; for directing, 101, 102, 105, 201, 202, 303, 307, 308, 350, and 550 or 560. Students are encouraged to elect additional courses in dramatic literature, art, music, and dance. The Senior Program requirement in Theatre may be fulfilled through a satisfactory completion of one of the following options: a Senior Thesis (550), which may be a research paper or the composition of a play; or Senior Performance/Production (560), which may be an acting showcase, the directing of a play or scene, or designing for a departmental production. No student who has completed the requirements and maintained an 85 average in Theatre courses will be prohibited from selecting a performance/production as the Senior Project. Students falling below the 85 average will be required to take the research option, or to register for an independent study prior to the project as preparation for the project. A complete description of the Senior Program in Theatre is available in List 126..

Departmental honors may be earned through outstanding achievement in coursework, a history of distinguished contribution to the Theatre program, and excellence in the performance, composition, or production component of the Senior Program, as judged by the Department. A Theatre minor may be acquired in acting (101, 201, 202, 307, and 308) or design/production (105, 212, 215, 307, and 308).

101F Introductory Acting. Basic elements of the actor's craft: movement, voice, senses, imagination, and characterization. Focuses on sensitivity, improvisation, and stage action. Not open to juniors and seniors except with permission of the Department. Maximum enrollment in each section, 16. The Department.

102S Introductory Acting Workshop. Scenes, situations, circumstances, and stage actions. Modern and contemporary scene studies. Prerequisite, 101. Maximum enrollment, 16. Large.

105S Stagecraft. Fundamentals of scenery construction, rigging, scene painting, stage lighting, costume construction, properties, and sound for the theatre. Three hours of class and six hours of laboratory. Maximum enrollment, 12. Burd.

[110S] Introduction to Theatre and Drama. A study of theatre and drama from the Greeks to the present, focusing on the plays, productions, and events that represent significant developments in the art of theatre. Readings and discussions of plays, selected short readings in theory, history, and criticism, and attendance at local performances. Consideration of the issues of texts, production, performance, meaning, context, and style. No previous knowledge of theatre required. Not open to juniors and seniors. (Offered in alternate years.)

141F, 142S Production. The study of theatre through participation (performance and/or technical work) in a faculty-directed production. One-half credit. Bellini-Sharp (Fall); The Department (Spring).

201F Intermediate Acting. Exploration of physical, vocal, emotional, and creative resources. Textual study, improvisation, and performance. Prerequisite, 101 or consent of instructor. Maximum enrollment, 16. Bellini-Sharp.

202S Intermediate Acting Workshop. Scene and monologue work, textual analysis, and characterization. Focuses on Shakespearean and modern texts. Prerequisite, 201 or consent of instructor. Maximum enrollment, 16. Bellini-Sharp.

210S The Expressive Voice. Techniques for increased awareness of and skill with voice and speech production, enabling students to realize natural vocal potential and improved communication. Application for conversation, public speaking, singing, and acting. (Same as Rhetoric and Communication 210.) Maximum enrollment, 18. Bellini-Sharp.

[212F] Scene Design. A lecture/laboratory course in the design of scenery for the stage. Study of principles of composition, materials, and fundamentals of drafting and rendering, eventuating in practical scenic designs with floor plans, elevations, sections, and models. Prerequisite, 105. (Offered every third year; next offered 1994-95.)

[213F] Lighting Design. A lecture/laboratory course in lighting for the stage. Study of principles of composition, graphic notation, electrical practice and its control, eventuating in practical lighting designs with plots, sections, and control charts. Prerequisite, 105. (Offered every third year; next offered 1995-96.)

215F Scene Painting. Study of the art and craft of painting for the theatre. Research into period designs and execution of examples of a variety of styles. (Offered every third year.) Burd.

[240F] The Oral Tradition: From Tales to Texts. For full description, see Rhetoric and Communication 240.

[245F] Modern Drama and Theatre. Exploration of the literary and theatrical dimensions of plays by major nineteenth and twentieth century dramatists. Readings include works by Büchner, Ibsen, Strindberg, Chekhov, Brecht, Beckett, and others. (Writing-intensive.) Prerequisite, one course in literature or theatre, or consent of instructor. Maximum enrollment, 20. (Offered in alternate years.)

255S Asian Theatre. A study of various theatrical, literary, historical, and cultural dimensions of Asian theatre and drama, past and present. No previous knowledge of theatre required. Large.

300F,S The Study of the Theatre through Production and Performance. Performing a large, major role, stage management, or design of scenery, lighting, or costumes for a faculty-directed production. Prerequisite, invitation of the Department. The Department.

301S Advanced Acting. Techniques and styles in Asian theatre and drama as used in Western classical drama. Emphasis on individual acting problems. Scene study, characterization, and styles. Prerequisite, 202 or consent of instructor. (Offered in alternate years.) The Department.

303F Directing. Fundamentals of play direction and script analysis; study of selected directors and directorial problems; the direction of exercise scenes and a final scene or short one-act. Prerequisite, two semesters of acting and two other courses in theatre and dramatic literature, or consent of instructor. (Offered in alternate years.) The Department.

307F History of the Western Theatre I. Against a background of social and intellectual movements, a study of design, architecture, costume, acting, and dramatic literature that distinguish periods in the history of the theatre that have exerted the most influence on the Western theatre of the twentieth century. Focuses on the theatres of classical antiquity through the Baroque and Rococo periods. Prerequisite, 110, or one course in literature, theatre, or history, or consent of instructor. (Offered in alternate years.) Bellini-Sharp.

308S History of the Western Theatre II. Same as 307, but with focus on the theatres of the nineteenth and twentieth centuries. Prerequisite, 110, one course in literature, theatre, or history, or consent of instructor. (Offered in alternate years.) Bellini-Sharp.

[350F] Advanced Performance and Direction. The formation of a company of actors and directors, using learned skills and techniques to create a repertory. Creative and rehearsal processes emphasized. Public presentations. Prerequisite, 301 or 303, or consent of instructor.

550F,S Senior Thesis. A project resulting in either a research paper or the composition of a play. Open to senior concentrators only. The Department.

560F,S Senior Performance/Production. An acting showcase, the directing of a play or scene, costume and/or lighting design for a departmental production. Open to senior concentrators only. The Department.

Dance

Faculty
Elaine Heekin
Leslie Norton
Bruce Walczyk

Special Appointment
Richard Lloyd

A concentration in Dance consists of 201, 203, 205, 305, 307, and three semesters of Intermediate (211, 212) or Advanced Dance (311, 312). The Senior Program in Dance may be fulfilled through satisfactory completion of one of the following options: a Senior Thesis (550), which may be a research paper or a field study in movement behavior and its analysis/notation, or Senior Performance/Choreography (560), which may be a performance of dance works, the choreography of dance works, or both. No student who has completed the requirements and maintained an 85 average in Dance courses will be prohibited from selecting the Performance/Choreography option as the Senior Project. Students falling below the 85 average will be required to register for an independent study as preparation for the project. A complete description of the Senior Program in Dance is available in List 126.

Departmental honors may be earned through outstanding achievement in coursework, a history of distinguished contribution to the Dance program, and excellence in the performance, composition, research, or production component of the Senior Program, as judged by the Department. A minor in Dance consists of five courses selected from 201, 203, 205, 305, and 307, and two semesters of Intermediate Dance (211, 212) or Advanced Dance (311, 312). Those who do not complete 201 for the minor must attend the weekly lectures of 101.

101F Introduction to Dance. An overview of dance as a performing art and as an academic pursuit. Classes in ballet, modern, contemporary, African, and martial-arts technique. Lectures and discussions. Placement in dance technique classes according to present level of accomplishment. Maximum enrollment, 60. The Department.

112S Elementary Dance. Fundamentals of ballet, modern, contemporary, African, and martial arts, incorporating technique, theory, and criticism. Prerequisite, 101 or consent of the Department. Maximum enrollment, 20. The Department.

141F, 142S Performance. The study of dance through performance of a major role in a mainstage dance concert. One-quarter credit per semester. Prerequisite, invitation of the Department. The Department.

201S History of Dance. Study of the theatrical, social, and theoretical aspects of dance from primitive times through the twentieth century. Lectures, discussions, and films. No previous dance training required. (Writing-intensive.) Maximum enrollment, 20. Norton.

203S Movement Analysis. Observing, analyzing, and recording movement using Laban's principles. Emphasis on cultural and aesthetic concepts of movement as a system of communication. Investigation of alignment techniques, movement behavior, and kinesiological principles. No dance training required. (Offered in alternate years.) Maximum enrollment, 20. Heekin.

[205S] Kinesiology. A study of the anatomical and physiological aspects of human motion and use of biomechanical principles to improve performance in motor skills. Lectures, discussions, practical application of movement concepts. No previous dance training required. (Offered in alternate years.) Maximum enrollment, 40.

211F, 212S Intermediate Dance. Continuation of study of ballet, modern, contemporary, African, and martial arts, incorporating technique, theory, and criticism. Prerequisite, 112 or consent of the Department. Maximum enrollment, 15. The Department.

[305F] Composition I. A study of the elements of choreography, emphasizing personal development in movement invention, rhythm, dynamics, and design. The use of improvisation, music, and technical theatre introduced. Prerequisite, 211 or equivalent, or consent of instructor. (Offered in alternate years.) Maximum enrollment, 12.

307F Composition II. The application of fundamentals from 305 to more complex choreographic work, emphasizing group structure. Exploration and analysis of other art forms as related to dance composition. Prerequisite, 305 or consent of instructor. (Offered in alternate years.) Heekin and Walczyk.

311F, 312S Advanced Dance. The study of ballet, modern, contemporary, African, and martial arts, emphasizing style and performance techniques and incorporating theory and criticism. Participation in workshops and concerts or research project required. May be repeated for credit. Prerequisite, consent of the Department. Maximum enrollment, 15. The Department.

550F,S Senior Thesis. A research paper or a field study in movement behavior and its analysis/notation. Open to senior concentrators only. The Department.

560F,S Senior Performance/Choreography. A performance of dance works, the choreography of dance works, or both. Open to senior concentrators only. The Department.

Women's Studies

Faculty
Margaret Gentry, *Program Director*
M. Jacqueline Alexander
Chandra Talpade Mohanty (S)

The concentration in Women's Studies requires nine courses, including 101, an introduction to interdisciplinary work; 401, a seminar in feminist theory; and 550, Senior Program. Additional courses chosen from the approved list should include at least two in the social sciences (marked #) and the humanities (marked *), and at least two at or above the 300 level. Through independent work, students may also elect science as one of the areas of study. Early in the concentration, students should meet with their advisors to design a program of study, planning in advance so that they will be able to complete departmental prerequisites for courses counting toward the concentration. Students must submit a concentration proposal to the Committee, explaining the relationships between the areas to be studied. In drawing up their plan of study, they should take into account issues of class, race, ethnicity, and sexual identity.

The Senior Program (550) is an interdisciplinary project culminating in a thesis or performance. The project is supervised by two faculty members, one of whom must be or have been a member of the Committee. Students who have an average of 88 in the concentration may receive honors through distinguished work in 550. A complete description of the Senior Program is available from the Program Director.

Programs submitted for a minor in Women's Studies must include 101 and four courses displaying a balance of fields from the list below.

Students interested in the program should consult with the Program Director, Professor Gentry, or with one of the other members of the Committee, which for 1993-94 includes Jacqueline Alexander, Patricia Cholakian (French), Allison Dorsey-Ward (History), Jinnie Garrett (Biology), Barbara Gold (Classics), Shelley Haley (Classics), Lydia Hamlessley (Music), Esther Kanipe (History), Cecelia Lawless (Spanish), Amy Macdonald (Philosophy), Chandra Talpade Mohanty, Susan Sánchez Casal (Spanish), and Paula Rust (Sociology).

The following courses carry credit for the fulfillment of the concentration; please consult the Committee for a complete list, including past and present courses that complement and may fulfill the concentration.

101F,S Introduction to Women's Studies. An interdisciplinary investigation of past and present views of women and of their roles, treatment, and experiences in institutions and areas such as the family, the state, the work force, language, and sexuality. The diversity of women's experiences across class, ethnic, sexual, and national lines introduced, and theories of feminism and of women's studies discussed. Maximum enrollment, 22. Gentry and Mohanty (Fall); Gentry and Haley (Spring).

209S Philosophy and Feminism. For full description see Philosophy 209. (Writing-intensive.) Open to sophomores, juniors, and seniors only. Maximum enrollment, 22. Macdonald.

[215S] The Challenge of Gender and Race. Introduction to issues in the social, cultural, and historical construction and expression of gender and racial formations in an international context. Topics include the political economy of race and gender; ideologies of masculinity/femininity, black/white, straight/gay, etc.; racism, sexism, and violence against women; domesticity and ideologies of women's work; and questions of resistance and accommodation. Utilizes a number of films and videos. Maximum enrollment, 25.

220F Race, Gender, Class, and Nation. An interdisciplinary examination of the intersections and constructions of race, gender, and class within "national" and international contexts. Topics include the gendered workings of contemporary imperialism,

the making of post-colonial states, constructions of nationalism, and feminism's relationship to nationalism; the political economy of capital flight and migration, the ideology of the alien in the production of otherness; and the organization of oppositional movements that cross national boundaries. Films and videos used. Prerequisite, one course in social science. Maximum enrollment, 25. Alexander.

222S Psychology of Gender. A survey of the behavior of women and men as examined from a variety of perspectives, including psychoanalytical, biological, historical/cultural, developmental, and social psychological. Specialized topics related to gender, such as gender roles in the family and work force, aggression, cognitive abilities, sexuality, and power. Prerequisite, 101 or Psychology 101. (Same as Psychology 222.) Maximum enrollment, 25. Gentry.

[251F] Women Writers of the Middle Ages and the Renaissance. For full description, see Comparative Literature 251.

285F Gender and Science. Exploration of the intersections of gender and science, including women as scientists, women as subjects of science, and the influence of assumptions about gender on scientific theories. Prerequisite, 101, or one course in science or mathematics, or one course in Philosophy. Open to sophomores, juniors, and seniors only. (Same as Philosophy 285.) Maximum enrollment, 40. Garrett.

[301S] Seminar in Feminist Critical Inquiry. An interdisciplinary exploration of the range of feminist methods of social analysis. Emphasis on how feminist inquiry has (or has not) transformed how we think about and study gender in a variety of disciplines. Prerequisite, 101 and one other course in Women's Studies, or consent of instructor. Maximum enrollment, 12.

305S The Politics of Women's Health and Sexuality. Interdisciplinary and cross-cultural exploration of the political, economic, historical, and socio-cultural conditions in and through which women's health and sexuality are defined. Topics include women's understandings of the relationship between health and sexuality; the politics of the body; the ideological construction of heterosexuality; the meanings of lesbian identities, and the organization of lesbian and gay movements; and analyses of the political role of international agencies, nation-states, corporate medicine, and popular culture. Prerequisite, a course in cross-cultural women's studies or consent of instructor. Maximum enrollment, 25. Alexander.

310S African-American Women's History. For full description, see History 310. (Writing-intensive.) Prerequisite, History 203 or 204, or consent of instructor. Maximum enrollment, 20. Dorsey-Ward.

[321S] Seminar in the Psychology of Women. An examination and evaluation of psychological theory and research focusing on women. Topics include women's social roles, sexuality, violence against women, gender differences, women's mental health, and feminist psychology. (Writing-intensive.) Prerequisite, 101, or Psychology 101 and one other course in Women's Studies, or consent of instructor. (Same as Psychology 321.) Maximum enrollment, 12.

340S Women in Antiquity. For full description, see Classical Studies 340. (Writing-intensive.) Maximum enrollment, 20. Lafferty.

342S Translation—Latin American Women Writers. For full description see, Spanish 342. Taught in English. Prerequisite, one course in literature or consent of instructor. Sánchez.

344F Studies in Women's History. For full description, see History 344. (Writing-intensive.) Prerequisite, one 200-level course in European or American history or one 100-level history course and one course in Women's Studies, or consent of intructor. (Offered in alternate years.) Maximum enrollment, 20. Kanipe.

[352S] Women and the American Social Reform Tradition. For full description, see History 352.

[370F] Seminar on the Social and Literary Constructions of Women's Sexuality. For full description, see Comparative Literature 370 or Sociology 370.

372F Spanish Women Writers. For full description see, Spanish 372. Taught in Spanish. Prerequisite, any 200-level course in Spanish or consent of instructor. Lawless.

380F Seminar: Nurturance and Violence. An interdisciplinary seminar examining women's experiences of nurturance and violence from social, biological, and feminist perspectives. Topics focus on nurturance and violence in family relationships, mothering, reproductive technology, war, and sexuality. Prerequisite, 101 or consent of instructor. Maximum enrollment, 12. Gentry.

[385S] Seminar on Theory and Politics of Education. The role of the educational system in the construction and reproduction of gender, class, and racial inequality. Topics include the control and governance of schools, the construction of educational goals and curricula, classroom practice and social structure, ideology and the cultural transmission of knowledge, multiculturalism vs. anti-racist education, feminist pedagogy, and the formation of communities of resistance in the academy. Prerequisite, consent of instructor. Maximum enrollment, 12.

[390S] Topics in Feminist Critical Theory. For full description, see Comparative Literature 390.

[391S] Practical Feminist Criticism: Across Gender/Sex/Race. For full description, see Comparative Literature 391.

401F Feminist Theory. Analysis of theories of women's oppression, with particular attention to differences among and between women: race, class, ethnicity, and sexuality. Prerequisite, 101 and one other course in Women's Studies, or consent of instructor. (Same as Philosophy 401.) Mohanty.

[402F] Third World Feminisms. Exploration of particular issues in feminist theory vis-a-vis challenges posed by women of color in the United States (African American, Latina, Asian American, and Native American), and women from "Third World" countries. Topics include the relationship of feminism and nationalism, feminist political movements, and questions of power, representation, and ideology. Prerequisite, a course in cross-cultural women's studies or consent of instructor. Maximum enrollment, 12.

403S Seminar: Caribbean Feminism. An interdisciplinary seminar examining the historical meanings of feminism in the Caribbean region and its continuities and discontinuities with anti-colonial struggle. Analyses of the contemporary feminist movement and women's creative writings. Prerequisite, 101 or consent of instructor. Maximum enrollment, 12. Alexander.

550F,S Senior Program. An interdisciplinary project, to be approved by the Committee. Limited to senior concentrators. The Program.

Anthropology

 # [254F] Gender Roles in Comparative Perspective

Art

*** 250F Women in Art**

Biology

 # 120F Female Biology

Comparative Literature

*** 224S Modern Japanese and Chinese Women Writers**

English

*** [286S] Women in English Renaissance Literature**
*** [350F] Love and Marriage in Nineteenth Century Literature**
*** [416S] Seminar: Virginia Woolf**

French

* 260F	French Women, Then and Now

German

* 280F	German Women Writers of the Twentieth Century

Government

# 239S	Gender and Politics in Latin America
# 280F	The Politics of Gender

History

# [111F]	Women in Modern Europe
# [228S]	The Family in Modern History

Music

* 208S	Women in Music

Philosophy

* 222S	Contemporary Moral Issues

Rhetoric and Communication

* 375S	Seminar: Communication, Language, and Gender

Sociology

# 242F	The Social Consequences of Psychosexual Diversity

Writing Program

The College is committed to insuring standards of correctness in all written work and to developing effective writing. Students are encouraged to take writing-intensive courses. The Writing Program requires that every student pass at least three writing-intensive courses, each taken in a different semester. At least one of the courses must be taken in the first year. At least one course must be outside the student's area of concentration. Writing-intensive courses in Mathematics or courses in which assignments are written in a language other than English may total no more than one of the three required courses. This requirement should be completed by the end of the junior year.

Most departments and programs of the College offer writing-intensive courses. Below is a list of courses that are designated writing-intensive.

Students for whom Standard English is not a first or native language may be advised to elect Writing 101 in the first semester. It is a writing-intensive course especially designed to assist those students who are not native speakers of English in sharpening their writing skills for college-level work in all academic disciplines. Writing 101 is open to all students, in addition to those with recommended placement, who desire advanced instruction and ongoing practice in English language usage. An additional one-semester course, 102, may be offered in the spring if needed.

101F, 102S English as a Second Language. Readings and writing in a variety of subject areas and disciplines to deepen understanding of Standard written English; to enhance the ability of expression in college-level writings such as essays, examinations, and research papers; to expand vocabulary and increase speed of comprehension and writing in Standard English. 102 may be taken as a separate course. (Writing-intensive.) Maximum enrollment, 10. Doughtie.

The following courses are designated as writing-intensive:

Africana Studies

248F African Dimensions in Latin America
302F Black Reconstruction
310S African-American Women's History
315S Comparative Slave Narratives
350F Slavery and the Civil War

American Studies

201S Introduction to American Studies
380F Seminar in American Studies

Anthropology

[200S] Semantics and Pragmatics
[241S] Native North Americans
[275S] Native American Languages and Cultures
[301S] Culture and Time

Art

[402F] Seminar in Ancient Art
[403F] Seminar in Renaissance Art
406S Seminar in Modern Art
490S Seminar in Decorative Arts
491F Seminar in Neo-Classicism

Biology

331S Vertebrate Physiology
441S Seminar in Evolutionary Biology

Chemistry

351F	Laboratory Techniques

Classics

340S	Women in Antiquity

College Courses

100F	The Unity of Knowledge

Comparative Literature

[125F]	Tragedy
141F	Studies in Short Fiction
[142F]	Twentieth Century Fiction
[151S]	Dreams and Literature
[152F]	Literature and Ethics
155S	Sexuality, Literature, and Censorship
[162F]	Comic Fiction
211S	Introduction to World Literature I
212F	Introduction to World Literature II
[223F]	Literature of Imperialism
224S	Modern Japanese and Chinese Women Writers
[245S]	Modern Drama and Theatre
[251F]	Women Writers of the Middle Ages and the Renaissance
303F	The Fiction of the Future

Dance

201S	History of Dance

Economics

[325]	Comparative Economic Systems
375F	History of Economic Thought

English

150F,S	Reading Literature
200F,S	Chaucer, Shakespeare, Milton, Austen
[306S]	Poetry of the Renaissance and Twentieth Century
310F	Seminar in Expository Writing
355F	Modern British Poetry

French

200F,S	Advanced French
295S	Advanced Composition and Oral Practice

Geology

320S	Micropaleontology
340S	Plate Tectonics
[350S]	Marine Geology

German

[165F]	Berlin: East-West Politics in Literature and Film
210S	Introduction to German Literature
220F	Introduction to German Literature
230F	Composition and Conversation

Government

112F	Comparative Politics
114S	International Relations
116F	The American Political Process
117S	Introduction to Political Theory
227S	State and Local Politics

239S	Gender and Politics in Latin America
280F	The Politics of Gender
310S	Comparative Political Development
[335S]	The Criminal Justice System
[337S]	Politics of Industrial Societies
[341S]	China's Cultural Revolution
355S	The European Community in World Affairs
374S	War and Politics
382S	Topics in Public Policy

History

201S	Introduction to American Studies
[301S]	The Philosophy of History
302F	Black Reconstruction
304S	The French Revolution
306S	Topics in Medieval History
310S	African-American Women's History
314F	Nazi Germany
[322S]	Studies in Russian Intellectual Dissent
[326S]	The Great Depression: 1929-1941
[329F]	Seminar in European Intellectual History
[338F]	Topics in Chinese History
[340F]	Studies in Twentieth Century Europe
[341F]	Studies in American Colonial History
343S	Seminar: Revolutionary America
344F	Studies in Women's History
345F	Studies in Russian History
[346S]	Studies in American Diplomatic History
350F	Slavery and the Civil War
[352S]	Women and the American Social Reform Tradition
353S	Seminar in Recent U.S. History
[355S]	Topics in Nineteenth Century American History
[356S]	Contemporary America
359S	Studies in American Progressivism
360S	Topics in East Asian History
372S	The Crusades
[375F]	Topics in Japanese History
378F	Topics in American Biography
380F	Seminar in American Studies

Linguistics

[200S]	Semantics and Pragmatics
[275S]	Native American Languages and Cultures

Mathematics and Computer Science

224F,S	Linear Algebra
314F,S	Real Analysis I
325F,S	Modern Algebra

Music

201F	Music of the Middle Ages and Renaissance
202S	Music of the Baroque
203F	Music of the Classic-Romantic Era
204S	Music of the Twentieth Century
208S	Women in Music
[240S]	Psychology of Music
357F	Seminar in Music History
360S	Seminar in Advanced Theory

Philosophy

100F	Critical Thinking
110F,S	Introduction to Philosophy
209S	Philosophy and Feminism
[301S]	The Philosophy of History
[305S]	Philosophy and Literature
[410S]	Seminar in Philosophy of Religion
415F	Seminar in the History of Philosophy: Aristotle
416S	Seminar in the History of Philosophy: Wittgenstein
[420S]	Seminar in Metaphysics
421S	Seminar in Metaphysics: Relativism
430F	The Problem of Knowledge
[450F]	Seminar in Ethical Theory
460F	Seminar in Contemporary Theories of Justice
[470F]	Seminar in Applied Ethics
[495F]	Seminar in Philosophy of Language: Words and Objects

Physics

390S	Laboratory Methods in Physics

Psychology

203F,S	Research Methods in Psychology
[240S]	Psychology of Music
310S	Attention and Performance
315F	Cognitive Psychology
[321S]	Seminar in the Psychology of Women
[342]	Psychopharmacology
350S	Psychophysics and Sensory Physiology

Public Policy

382S	Topics in Public Policy

Religious Studies

[105F]	Origins
111F	Introduction to Judaism
[115F]	Goddesses, Ecstasy, and the Arts
117F	The History of God
125S	The Wonder That Was India
231F	Literature of the Holocaust
257S	The New Testament
[275S]	Women and Spirituality
[281F]	The American Jewish Experience
317F	Jesus and the Gospels
[410S]	Seminar in Philosophy of Religion

Rhetoric and Communication

[200S]	Semantics and Pragmatics
[250F]	Bridging Differences: Communication and Diversity
292F	Media Form and Content
392S	Questioning the Media: Criticism of Radio and Television Content
[450F]	Seminar: Rhetorical Behavior in Community
[460F]	Criticism of Rhetoric

Russian

[170F]	Book Banning in Russia and America
[225F]	Madness, Murder, and Mayhem: Nineteenth Century

226S	The Russian Avant-Garde
[298S]	Russian Fairy Tales, Myths, and Legends

Sociology

301S	Sociological Theory
326S	Voices of the Third World

Spanish

200F,S	Advanced Spanish
[270]	The Art of Translation
[390]	Advanced Composition and Oral Practice

Theatre

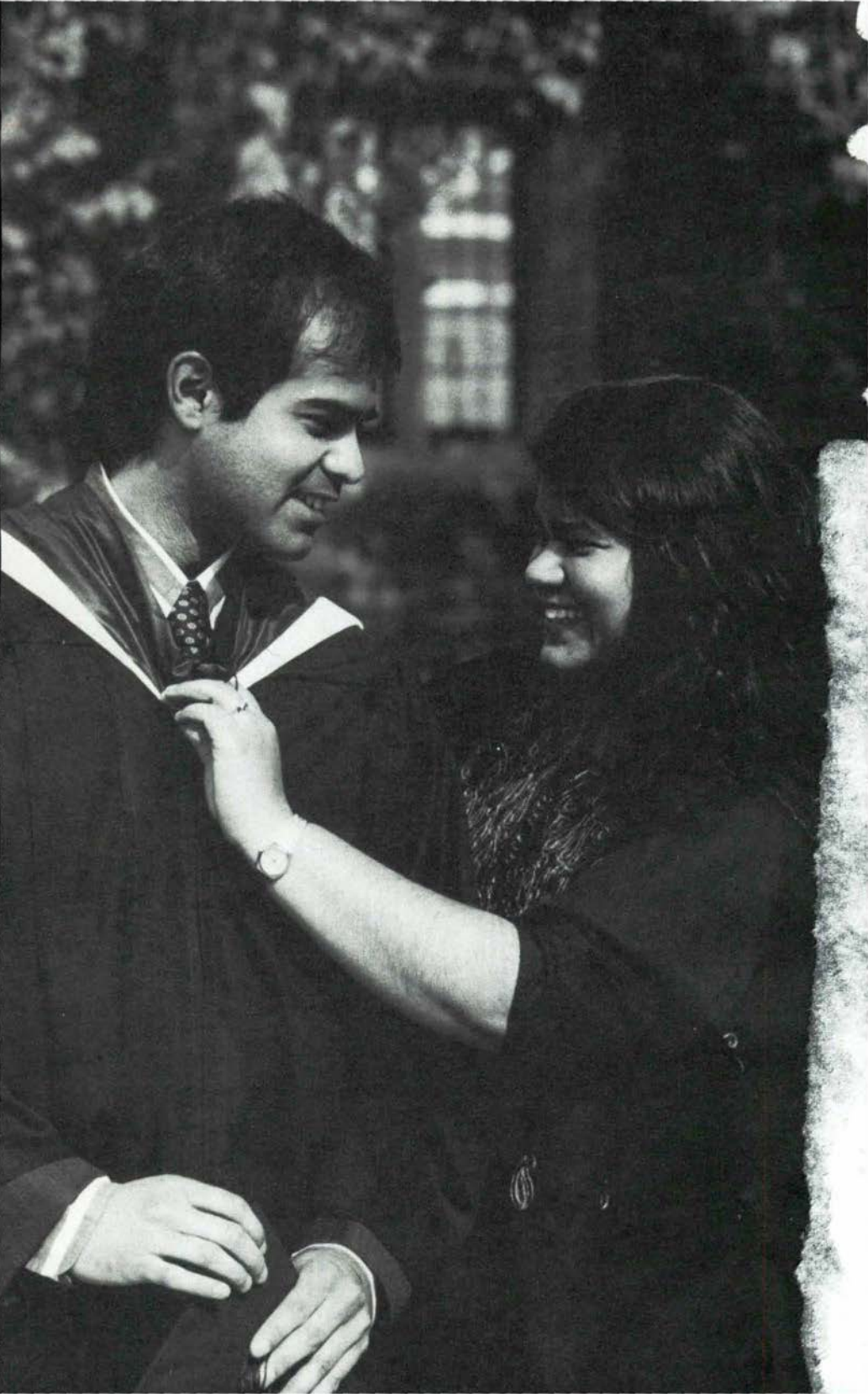
[245F]	Modern Drama and Theatre

Women's Studies

209S	Philosophy and Feminism
[251F]	Women Writers of the Middle Ages and the Renaissance
310S	African-American Women's History
[321S]	Seminar in the Psychology of Women
340S	Women in Antiquity
344F	Studies in Women's History
[352S]	Women and the American Social Reform Tradition

Writing Program

101F, 102S	English as a Second Language



Scholarships, Fellowships, and Prizes

General Scholarships

General scholarships are awarded on the basis of financial need. Listed below are some of the general scholarships supported by income from endowed funds.

The Archibald G. and Margery Alexander Scholarship was established by Douglas Alexander, Class of 1958, in memory of his parents.

The Benjamin D. Allen Scholarship was established in memory of Benjamin D. Allen, Class of 1950, by his family and friends.

The Franklin M. Baldwin Scholarship was established by relatives and friends in memory of Franklin M. Baldwin, Class of 1916.

The Harry and Emma Baldwin Scholarship was established by Donald Baldwin, Class of 1956, in honor of his parents.

The Gordon J. Barnett Memorial Scholarship was established in memory of Gordon J. Barnett, Class of 1920.

The Harry Edwin Battin, Jr. Scholarship was established by Mrs. Phyllis B. Battin in memory of her husband.

The Clinton C. Bennett Memorial Scholarship was established by Clinton C. Bennett, Jr., and Geoffrey C. Bennett, Class of 1953, in memory of their father, Clinton C. Bennett, Class of 1922.

The Sidney B. Bennett Memorial Scholarship was established on the occasion of its 25th Reunion by the Class of 1967 in memory of Sidney Bennett, Class of 1928, who served as Secretary of Admission for the College from 1941 to 1971.

The Harold C. Bohn Scholarship was established by Harold C. Bohn, Class of 1926.

The William J. Bowe Scholarship was established in honor of Dr. William J. Bowe, Class of 1937.

The Wilmer E. and Esther Bresee Scholarship was established by Wilmer E. Bresee, Class of 1931, and his wife.

The Louis N. Brockway Memorial Scholarship was established in memory of Louis N. Brockway, Class of 1917, a distinguished business executive who served on the Board of Trustees from 1951 until his death in 1979.

The Harlow Bundy Scholarship was established by Margaret Bundy Scott and John McC. Scott in memory of Mrs. Scott's father, Harlow Bundy, Class of 1877.

The Gilman S. Burke Scholarship was established by Gilman S. Burke, Class of 1954 and a former Trustee of the College.

The John C. and Richard J. Butler Scholarship was established by Viola M. Butler in memory of her sons.

The William Philo Clark Scholarship was established in memory of William Philo Clark, Class of 1937.

The Class of 1938 Scholarship was established by members of the Class of 1938 on the occasion of their 50th Reunion.

The Class of 1939 Scholarship was established by members of the Class of 1939 on the occasion of their 50th Reunion.

The Class of 1941 Scholarship was established by members of the Class of 1941 in memory of their deceased classmates.

The Class of 1942 Scholarship was established on the occasion of their 50th Reunion by members of the Class of 1942 in memory of deceased classmates.

The Class of 1943 Scholarship was established by the members of the Class of 1943 on the occasion of their 50th Reunion.

The Class of 1948 Scholarship was established by members of the Class of 1948 on the occasion of their 40th Reunnion.

The Dr. Walter F. Cronin Scholarship was established by Mrs. Cronin in memory of her husband, Walter F. Cronin, Class of 1938.

The Harry Dent Scholarship was established by the Harry Dent Family Foundation.

The Kenneth A. Digney Scholarship was established by Philip I. Bowman in memory of Kenneth A. Digney.

The Fred L. Emerson Foundation Scholarship was established in 1986 by the foundation, located in Auburn, New York.

The Leonard C. Ferguson Memorial Scholarship was established by Mrs. Leonard Ferguson in memory of her husband, a member of the Class of 1919.

The Carlyle Fraser Scholarship was established by Jane Fraser in memory of her uncle, Carlyle Fraser, Class of 1917.

The George M. Frees Scholarship was established by George M. Frees, Class of 1941.

The Helen B. and Harry L. Godshall Memorial Scholarship was established by Harry L. Godshall, Jr., Class of 1939, in memory of his parents.

The Edgar B. Graves Scholarship was established by friends and former students in memory of Professor Edgar B. "Digger" Graves, who taught history at Hamilton from 1927 to 1969.

The Wilma E. and Edward Brewster Gould Scholarship was established in memory of Edward B. Gould, Class of 1913, and his wife.

The Fay and Chester Hamilton Scholarship was established by Chester Hamilton, Class of 1944 and a former Trustee of the College.

The Edith Hale Harkness Scholarship was established in memory of Edith Hale Harkness by Milton P. Kayle, Class of 1943 and a former Trustee of the College.

The David Douglas Hays Memorial Scholarship was established in memory of D. Douglas Hays, Class of 1925, by his wife, Helen I. Hays and their children and friends.

The C.F. Hemenway and Frank Barbour Memorial Scholarship was established by Mrs. Leah Barbour in memory of her husband, Frank Barbour, and of Charles F. Hemenway, Class of 1910.

The Major Andrew Hill Scholarship was established in memory of the donor's ancestor, a member of the Continental Army from 1775 to 1783.

The Robert G. Howard Scholarship was established by Robert G. Howard, Class of 1946 and a Trustee of the College.

The Peter C. Huber Scholarship was established by Peter C. Huber, a member of the Class of 1952 and a late Trustee of the College.

The Stephanie C. Huested Scholarship was established by Stephanie C. Huested, wife of Lester C. Huested, Class of 1929.

The Thomas McNaughton Johnston Memorial Scholarship was established by the Class of 1952 on the occasion of its 40th Reunion in memory of Professor Johnston, who taught English at Hamilton from 1934 to 1972.

The David Clyde Jones Scholarship was established by Mrs. Hazel J. Deer in memory of her first husband, a member of the Class of 1910.

The Mary and William Klingensmith Scholarship was established by Dr. and Mrs. William Klingensmith, friends of the College.

The Raphael Lemkin Scholarship was established by an alumnus in memory of Raphael Lemkin, a distinguished European academician, survivor of the Holocaust, and inspirer of the United Nations Convention on Genocide.

The Herschel P. and Florence M. Lewis Scholarship was established in their memory by Dr. H. Paul Lewis, Class of 1956.

The George Link, Jr. Scholarship was established in his memory by the George Link, Jr. Foundation.

The James Monroe Lown Scholarship was established by Grace Merrill Magee in memory of her first husband, James M. Lown, Class of 1904.

The Christopher Miner Scholarship was established by the Honorable Robert D. Miner, Class of 1934, in memory of his son, Christopher, Class of 1964.

The Arthur J. Mix Memorial Scholarship was established by the will of Katherine L. Mix in memory of her husband, Arthur J. Mix, Class of 1910.

The Harmon L. Morton Scholarship was established by Priscilla E. Morton in memory of her husband, Harmon L. Morton, Class of 1920.

The Daniel R. Murdock Scholarship was established by Daniel R. Murdock, Class of 1959.

The Jessie Smith Noyes Foundation Scholarship was established by the Jessie Smith Noyes Foundation in memory of Alfred H. Smith, Class of 1932.

The Josephine H. and George E. Ogilvie Scholarship was established by the will of Josephine H. Ogilvie, widow of George E. Ogilvie, Class of 1941.

The James Oneil Scholarship was established by James Oneil, a friend of the College.

The Parsons Brothers Scholarship was established by Miss Katherine Parsons, Mrs. Charles Burlingame, and Mrs. James Cowie in memory of their father, William Lorenzo Parsons, Class of 1878, and his three brothers.

The Pigott Family Scholarship was established by Mr. and Mrs. James C. Pigott and their son, Paul Pigott, Class of 1983.

The Robert Scott Ramsay, Jr. and Roderick McKay Ramsay Scholarship was established by Mr. and Mrs. Robert S. Ramsay in honor of their sons, Robert, Class of 1959, and Roderick, Class of 1961.

The Oren Root Scholarship was established by Oren Root, Jr., Class of 1894, in memory of his father, Oren Root, Class of 1856.

The Sacerdote Family Scholarship was established by Mr. and Mrs. Peter M. Sacerdote, parents of Alexander C. Sacerdote, Class of 1994.

The Alan P. Savory Memorial Scholarship was established by Mr. and Mrs. George L. Savory in memory of their son, Alan Savory, Class of 1955.

The Jack Silverman Scholarship was established by Howard J. Schneider, M.D., Class of 1960 and a Trustee of the College, and his wife Sandra, in honor of her father, Jack Silverman.

The James P. Soper Scholarship was established by James P. Soper, father of James P. Soper, Jr., Class of 1911.

The Wilbur S. and Claire A. Tarbell Scholarship was established by Claire A. Tarbell in memory of her husband.

The Alexander Thompson Scholarship was established by Luranah Thompson in memory of her husband, the Rev. Alexander Thompson, Class of 1906.

The Elbert J. Townsend Memorial Scholarship was established in memory of Elbert J. Townsend, Class of 1913.

The William and Irma Van Deventer Memorial Scholarship was established by John F. Van Deventer, Class of 1932, in memory of his parents.

The Milton J. Walters Scholarship was established by Milton J. Walters, Class of 1964 and a former Trustee of the College.

The Knut O. Westlye Memorial Scholarship was established by alumni and friends in memory of Knut O. Westlye, Class of 1946.

The Peter C. Wicks Memorial Scholarship was established by members of the Class of 1975 in memory of their classmate, Peter C. Wicks.

The Willard Memorial Scholarship was established by John K. Willard, Class of 1923, in memory of his father, C. Fay Willard, Class of 1892.

The Merritt N. Willson Memorial Scholarship was established in memory of Merritt N. Willson by his daughters, S. Mabel Willson and Mrs. George A. Small, and by his grandson, Robert N. Small, Class of 1943.

The Linda Collens Wilson Scholarship was established by Robert Letchworth Wilson, Class of 1931, in memory of his wife.

Special Scholarships

Special scholarships are awarded on the basis of financial need. In addition, the recipients of special scholarships must be part of a particular group of persons, such as members of the junior class, descendants of an individual, or from a particular geographic area.

Scholarships for Students from Specific Geographic Areas

Arizona

The Raymond R. Dise Scholarship, established by Harry F. Dise in memory of Raymond R. Dise, Class of 1917, is awarded to graduates of Little Falls (New York) Central High School and Prescott (Arizona) High School.

California

The William DeLoss Love, Jr. Class of 1945 Scholarship, established in honor of his classmates by William D. Love, Class of 1945, is awarded with preference given to students from the state of California or the descendants of members of the Class of 1945.

The Stephen W. Royce Scholarship was established by Mr. Royce, Class of 1914. Preference is given to students from Liberty, New York, and Pasadena, California.

Middle Western States

The Pattie and Taylor Abernathy Scholarship was established by the will of Taylor S. Abernathy, Class of 1914. Preference is given to students from the Middle West.

New Jersey
The Gilbert Leslie Van Vleet Scholarship was established by Gilbert L. Van Vleet, Class of 1926. Preference is given to students from New Jersey, then to students from North Carolina, California, and Illinois.

New York
The Samuel Hopkins Adams Scholarship was established by Elizabeth N. Buckley in memory of her grandfather, a distinguished author and journalist and a member of the Class of 1891. It is awarded with preference given to students from upstate New York.

The Adirondack Area Scholarship is offered to students attending schools in Clinton, Essex, Franklin, Hamilton, Saratoga, Warren, and Washington Counties. Income from an endowment grant made to the College by Milton G. Tibbitts, Class of 1904, provides the funds.

The Alumni Association of Metropolitan New York Scholarship is offered to students who attend schools in the New York City area.

The Arkell Hall Foundation Scholarship was established by the Arkell Hall Foundation. Preference is given to students from Canajoharie and the surrounding area.

The Charlotte Foster Babcock Memorial Scholarship was established by Edward S. Babcock, Class of 1896, in memory of his mother. Preference is given first, to relatives of the donor; second, to graduates of the public high schools in Boonville, Camden, Utica, and West Winfield, New York; and finally, to members of the Emerson Literary Society who have financial need.

The William E. and Beatrice V. Bruyn Scholarship is awarded with preference given first to students from Ulster County and then to students from other areas in New York State.

The Daniel Burke Scholarship is awarded with preference given first to a student from the public high school in Oxford, New York; second, to a resident of Chenango County; and third, to a resident of New York State.

The Louis Calder Foundation Scholarship, established in 1990 by a challenge grant from the Foundation and matching gifts from alumni and friends of the College, is awarded to students from the five boroughs of New York City.

The Earle M. Clark Scholarship, established in memory of Mr. Clark, a member of the Class of 1907, is awarded to an outstanding student from New York State with an interest in public speaking, with preference given to a graduate of a public high school and a resident of Broome County. It is renewable each year, provided need continues to be demonstrated.

Community College Scholarships are awarded to students transferring or graduating from the community colleges in New York State. Only one scholarship per community college will be awarded. Applicants compete on the basis of academic achievement, and the exact amount of each grant will be determined by financial need.

The Dewar Foundation Scholarship, established in 1990 by the Dewar Foundation, is awarded with preference given to students from Oneonta (New York) High School.

The Raymond R. Dise Scholarship, established by Harry F. Dise in memory of Raymond R. Dise, Class of 1917, is awarded to graduates of Little Falls (New York) Central High School and Prescott (Arizona) High School.

The George E. Dunham Scholarship, established by George E. Dunham, Class of 1879, is awarded to graduates of the Utica Senior Academy, Utica, New York.

The Lieutenant Willard B. Eddy, Jr. Memorial Scholarship, established by Mr. and Mrs. Willard B. Eddy in memory of their son, is awarded in certain years on a competitive basis to entering students who attended secondary school in Livingston, Monroe, Ontario, Orleans, Wayne, and Yates Counties, New York. The scholarship is awarded on the basis of academic achievement and character.

The Charles Melville Fay Scholarship, established by Charles P. Wood in memory of his wife's father, a member of the Class of 1862, is awarded with preference given to students from Steuben County or from the western part of New York State.

The Elizabeth R. Fitch Scholarship is awarded with preference given to graduates of the Westmoreland (New York) High School.

The Geneva Presbytery Scholarship is awarded with preference given to a student designated by the Geneva (New York) Presbytery.

The John Dayton Hamilton Scholarship, established by the Gebbie Foundation in honor of John D. Hamilton, Class of 1922, is awarded with preference given to students from Chautauqua County, New York.

The David Shove Hastings Scholarship, established by Mr. and Mrs. J. Murray Hastings in memory of their son, a member of the Class of 1944, is awarded in certain years on a competitive basis to entering students who attended secondary school in Cayuga, Cortland, Oswego, and Seneca Counties, New York.

The Charles Anthony Hawley Scholarship was established under the will of Anna H. Story in memory of Mr. Hawley, Class of 1859. It gives preference to graduates of schools of Seneca Falls, New York.

The Maurice S. Ireland Memorial Scholarship, established under the will of Maurice S. Ireland, Class of 1926, is awarded with preference given to students from Norwich, New York.

The Honorable Irving M. Ives Scholarship was established by the Norwich Pharmacal Company in honor of Senator Ives, Class of 1919. It is awarded in certain years with preference given first to the son or daughter of an employee of the company and second to a resident of Chenango County, New York.

The Marcus Judson Scholarship may be awarded to a student nominated by the First Presbyterian Church of Watertown, New York.

The Augusta M. Loevenguth Memorial Scholarship is awarded with preference given first to a relative of the family and second to a student from Camden in Oneida County, New York.

The Edward C. and Elizabeth S. Martin Memorial Scholarship, established by the will of Elizabeth Martin, widow of Edward Martin, Class of 1927, is awarded to deserving students from Oneida County, New York, who have demonstrated outstanding academic achievement and athletic ability.

The Ralph A. and Altina G. Mead Scholarship, established by members of the family of Ralph A. and Altina G. Mead, is awarded to qualified and deserving students, with preference given to those from the Capital District of New York State.

The Carl B. and Cordelia S. Menges Scholarship, established by Carl B. Menges, Class of 1951 and a Trustee of the College, and his wife, is awarded to entering freshmen who have demonstrated leadership, strong academic performance, and future promise. It is restricted to students from Suffolk County, with preference given to those from the East Hampton, New York, area, and is renewable for the sophomore, junior, and senior years.

The John R. Munro Scholarship, established by John R. Munro, Class of 1987, and members of his family, is awarded on the basis of need, with preference given to entering students from Jefferson County, New York, who exhibit a combination of academic, athletic, and extracurricular promise.

The Howard W. Pearce Scholarship, established by Mrs. Howard Pearce and Frederick W. Pearce, Class of 1984, in memory of his father, is awarded to students from western New York State.

The Owen A. Roberts Scholarship was established in memory of Owen A. Roberts, Class of 1925, by his former student, Milton P. Kayle, Class of 1943. Mr. Roberts taught for many years at Utica Free Academy, and preference is given to graduates of that school, now Utica Senior Academy.

The Stephen W. Royce Scholarship was established by Mr. Royce, Class of 1914. Preference is given to students from Liberty, New York, and Pasadena, California.

The Andrew C. Scala Scholarship, established by Robert C. Scala, Class of 1953, and A. Richard Scala in memory of their father, is awarded with preference given to a deserving student of Italian descent from upstate New York.

The Hans H. Schambach Scholarships, established by Hans H. Schambach, Class of 1943 and a Life Trustee of the College, are awarded to entering freshmen of outstanding personal and academic promise who are likely to make a significant contribution to the College and to benefit substantially from their undergraduate experience. Preference is given to applicants from the Clinton, New York, area.

The Arthur W. Soper Scholarship, established originally by A.C. Soper, Class of 1894, is awarded with preference given first, to graduates of Rome (New York) Free Academy; second, to students from the City of Rome or Oneida County; and finally, to students from central New York.

The Southern Tier Scholarship is awarded to a student from the Binghamton or Elmira areas of New York who qualifies for financial aid. If there is no such eligible student, it may be used for any student who qualifies for financial aid.

The Grace Ione Spencer Memorial Scholarship, established by friends of this longtime teacher of Latin at Utica Free Academy, is granted to an undergraduate from the Mohawk Valley area of New York. Preference is given to a student who is concentrating in a discipline within the humanities.

The Wiley Fund of The Utica Foundation Scholarship, funded by an annual grant from the Utica Foundation, is awarded to students from the Utica, New York, area.

The Sylvester Willard Scholarship is awarded to a student residing in Auburn, New York.

The Women's Christian Association of Utica Scholarship, funded by an annual grant from the Association, provides awards to three women students. Preference is given to residents of Oneida County, New York.

North Carolina

The Doris Hudson Hart Memorial Scholarship, established by Warren E. Hart, Class of 1977, in memory of his wife, is awarded to students from the state of North Carolina.

Ohio

The Paul Larnard King Scholarship, established by the will of Paul L. King, Class of 1915, is awarded with preference given first, to residents of Trumbull County, Ohio; second, of neighboring counties; and third, of the state of Ohio.

The Tunnicliffe Scholarships are available, first, to students from northwestern Ohio, and second, to any student who qualifies for financial aid.

Texas

The Elizabeth J. McCormack Scholarships were established by a grant from the Brown Foundation in honor of Elizabeth J. McCormack, a Life Trustee of the College. They are awarded to students from Texas, with preference given to those from the Houston area.

The Harry Roger and Fern Van Marter Parsons Scholarship was established by Jeffrey R. Parsons, Class of 1969, in memory of his parents. Preference is given to students from the state of Texas.

Western States
The Kenneth W. Watters Scholarship, established by Kenneth W. Watters, Class of 1928, is awarded with preference given to students from the western part of the United States.

Wisconsin
The Robert B. Winkler Scholarship was established by Robert B. Winkler, Class of 1938, and is awarded to students from the state of Wisconsin.

Foreign
Vivian B. Allen Foundation Scholarships, established by the Vivian B. Allen Foundation, are reserved for students from foreign countries.

The Bernard F. Combemale Scholarship was established by Bernard F. Combemale, Class of 1951 and a former Trustee of the College, and is awarded to foreign students enrolled at the College.

The Arthur Hunter Scholarship provides that preference be given to any matriculant from George Watson's College in Edinburgh, Scotland.

The Arnold L. Raphel Memorial Scholarship was established in memory of Ambassador Arnold L. Raphel, Class of 1964, by his family and friends. It is awarded with preference given to women students from Pakistan.

The Charles Van Arsdale, Jr. Scholarship was established in memory of Charles Van Arsdale, Jr., Class of 1972, by his family and friends. It is awarded to students from countries other than the United States or Canada, but when there are no such eligible students, it may be awarded without reference to the country of origin.

Other Special Scholarships

The George I. Alden Scholarship, established in 1989 by a grant from the George I. Alden Trust of Worcester, Massachusetts, is awarded to minority students.

The B.T. Babbitt Scholarship, established by the Lillia Babbitt Hyde Foundation in honor of Lillia Babbitt Hyde's father, is awarded to a student in the field of pre-medical education.

The Edward S. Babcock Scholarship is awarded with preference given to members of the Emerson Literary Society.

The James L. Bennett Scholarship is awarded to a sophomore who gives evidence of outstanding moral character.

The Leet Wilson Bissell Scholarship in Science, established by Leet W. Bissell, Class of 1914, and his daughter, Nancy Bissell Turpin, is awarded to an outstanding entering freshman who intends to concentrate in a discipline within the sciences.

The Gertrude F. Bristol Scholarship is awarded to a student who is not a resident of New York State and who is likely to make a substantial contribution to the College's extra-curricular activities.

The Mac Bristol Scholarship, established in honor of William M. Bristol III, Class of 1943 and Chairman of the Board of Trustees from 1977 to 1990, is awarded to that sophomore who is a strong student, an active participant in the classroom, a varsity athlete, and who possesses high ideals and demonstrates community leadership.

The Byne Scholarship was established by George A. Clark in memory of his sister, Harriet Emily Clark Byne. It is reserved for a candidate for the Presbyterian ministry, to be designated by the pastor and the session of the First Presbyterian Church of Utica, New York, or by the College.

The Harlan F. Calkins Scholarship was established by the family and friends of Harlan F. Calkins, Class of 1929, and is awarded at the discretion of the Scholarship Committee to a student of outstanding character and leadership.

The Class of 1981 Roy Alexander Ellis Memorial Scholarship was established on the occasion of the 10th Reunion of the Class. Named after a member of the Class of 1924, one of the first black graduates of the College, it is awarded to an entering minority student.

The John L. Coe Scholarship, established by John L. Coe, Class of 1923, is awarded to students who are doing superior work in mathematics.

The Crane Scholarship, established by Dr. A. Reynolds Crane, Class of 1929, and his wife, Harriet C. Crane, is awarded to students who, through employment, are making a substantial contribution toward their own educational expenses.

The Ned Doyle Freshman Scholarship was established by Ned Doyle, Class of 1924. It is awarded annually to an entering freshman, and, among those with need, preference is given to a candidate who will contribute significantly to the College's athletic program.

The Charles Holland Duell Scholarship, established by Charles H. Duell, Class of 1871, is awarded with preference given to a member of the freshman class.

The Peter W. Dykema Music Scholarship was established by Jack Dengler, Class of 1934, in memory of his wife's father, and is awarded to students who participate in the College's performing musical groups.

The George J. Finguerra-CIT Group Scholarship, established by the CIT Foundation in honor of George J. Finguerra, father of Dyan M. Finguerra, Class of 1992, is awarded with preference given to minority students.

The E. Root Fitch Scholarships were established by E. Root Fitch, Class of 1886, and are awarded annually to members of the Hamilton chapter of Delta Upsilon on the basis of need, scholastic standing, character, and salutary influence on the life of the College.

The Irene Heinz Given and John LaPorte Given Foundation Scholarships are reserved for students who are preparing for admission to medical school.

The Doris and Ralph Hansmann Scholarship, established by Betty and Malcolm Smith in honor of Ralph E. Hansmann, Class of 1940 and a Life Trustee of the College, and his wife Doris, is awarded to students who are disabled or visually- or hearing-impaired.

The Charles Harwood Memorial Fund Scholarship was established by Charles Harwood, Jr., in memory of his father, Charles Harwood, Class of 1902. It is awarded to students majoring in the Classical Languages, American History, or English.

The Huguenot Society Scholarship is available to a student whose ancestry meets the requirements of the Society and who satisfies the College's regular requirements for the receipt of financial aid.

The Edwin J. Kenney, Jr. Scholarship was established by Taggart D. Adams, Class of 1963 and a Trustee of the College, in honor of Edwin J. Kenney, Jr., Class of 1963, Distinguished Teaching Professor of Humanities and Chairman of the English Department at Colby College. It is awarded to a student who has shown an interest in teaching.

The Kirkland Alumnae Scholarship, established by the Kirkland College Class of 1974 and supplemented by other Kirkland classes, is awarded to an upperclass woman who exemplifies the ideals of Kirkland women, specifically initiative, creativity, and ingenuity, and who has the ability to achieve objectives through self-directed academic and non-academic pursuits.

The Reid W. Kittell Scholarship was established by the family and friends of Reid Kittell, Class of 1988, in his memory. It is awarded to a well-rounded student who demonstrates sensitivity and thoughtfulness for others in the community.

The Leavenworth Scholarship, established by Elias W. Leavenworth, Class of 1872, may be awarded only to students with the surname of Leavenworth.

The Helen B. Longshore Music Scholarship is awarded to deserving undergraduates with talent who contribute to the musical life of the College.

The Henry M. Love Scholarship, established by William D. Love, Class of 1909, provides a scholarship for relatives of Henry M. Love, Class of 1883, or, when no such relative is in the College, may be awarded to a senior in the Emerson Literary Society for graduate study leading to a career in law, medicine, journalism, teaching, or theology.

The William DeLoss Love Scholarship was established by William D. Love, Class of 1909, Mrs. William D. Scranton, and others. Preference is given to descendants of William DeLoss Love, Class of 1843.

The William DeLoss Love, Jr. Class of 1945 Scholarship, established in honor of his classmates by William D. Love, Class of 1945, is awarded with preference given to students from the state of California or the descendants of members of the Class of 1945.

The Annie L. MacKinnon Scholarship was established by Dr. Edward Fitch with the stipulation that preference be given to a student whose record shows ability and interest in mathematics.

The William and Ethel Marran Scholarship, established by Mr. and Mrs. William R. Marran, is awarded to a woman minority student in memory of Leah Webson, Class of 1986.

The John McNair Scholarship, established by the will of Edna Thirkell Teetor in memory of her grandfather, Class of 1827, is reserved for students registered in the "3-2" engineering program.

The David B. Parker Memorial Scholarship was established in honor of David Bruce Parker, Class of 1975, and is awarded to a member of the junior class who has completed the first three years at Hamilton with distinction in the study of French and/or history. The recipient must have demonstrated promise for useful citizenship through his or her character, scholarly attitude, the respect accorded the individual by members of the Faculty, standing among peers, and contribution to the extracurricular life of the College.

The Robert E. Peach Memorial Scholarship, established by the family and friends of Mr. Peach, a member of the Class of 1941, is awarded to promising students who have displayed leadership, creativity, and determination in the classroom and in extracurricular activities.

The Jules L. Rubinson Memorial Scholarship, established by Cecily G. and Richard M. Rubinson, Class of 1957, in memory of his father, is awarded to women and minority students who, at the end of their sophomore year, have been identified by the Faculty as strong candidates for medical school and who are in need of scholarship assistance.

The Charlotte Buttrick Sackett Scholarship, established by Charles H. Duell, Class of 1871, is awarded with preference given to a member of the freshman class.

The Herbert and Nancy Salkin Scholarship provides funds for a student interested in both studio art and laboratory science.

The Hilde Surlemont Sanders Memorial Scholarship was established by Paul F. Sanders, L.H.D. (Hon.), 1958, in memory of his wife. Preference is given to disadvantaged minority students.

The Hans H. Schambach Scholarships, established by Hans H. Schambach, Class of 1943 and a Life Trustee of the College, are awarded to entering freshmen of outstanding personal and academic promise who are likely to make a significant contribution to the College and to benefit substantially from their undergraduate experience. Preference is given to applicants from the Clinton, New York, area.

The Christopher George Scott Scholarship, established by the Scott Family Foundation of Chicago, Illinois, in memory of Christopher G. Scott, Class of 1962, is awarded to a student with an outstanding academic record.

The Seventy-Five Year Class Scholarship, established by William DeLoss Love, Class of 1909, whose father was a member of the Class of 1876, is awarded first with preference

given to any descendant of a member of the Hamilton Classes of 1874, '75, or '76; if to none of those, to a student from the West Coast; and if not awarded to a student meeting either of those stipulations, then at the discretion of the College.

The Harold H. Smith Scholarship was established by John H. Smith, Class of 1940, and his wife, Winifred, in memory of his father, a member of the Class of 1913. It is awarded with preference given to students excelling in the sciences.

The Schuyler B. Steere Scholarship was established for blood relations of the donor, Schuyler B. Steere, Class of 1851. If none appears, preference is given to candidates for the ministry.

The A. Waldron Stone Scholarship was established by William D. Stone, Class of 1961, in memory of his father, a member of the Class of 1919, and is awarded to juniors and seniors who are majoring in geology or English.

The William K.-M. Tennant Memorial Scholarship was established in memory of William K.-M. Tennant, Class of 1958, by his family and friends. It is awarded with preference given to talented students who contribute to the performing and visual arts at the College.

The Winton and Patricia Tolles Scholarship was established by family and friends to commemorate the 25 years of service provided by Dean Tolles, Class of 1928. It is awarded to incoming freshmen who have demonstrated leadership qualities in secondary school and who are identified by the Committee on Admission as unusually attractive candidates for matriculation. It is renewable for the sophomore, junior, and senior year, depending upon student performance.

The Watkins Scholarship was established by the Watkins family, including Robert R. Watkins, Class of 1879, Henry B. Watkins, Class of 1912, and Henry B. Watkins III, Class of 1973. It is awarded to an entering student who has demonstrated outstanding academic achievement and athletic ability.

The Leroy Williams Scholarship, established by Leroy Williams, Class of 1889, is awarded with preference given to students intending to enter the Presbyterian ministry.

The Kirkland Endowment

The following scholarships are for the support of women at Hamilton:

The Edward Johnson Dietz Memorial Scholarship was established by family and friends of Julia Grant Dietz in memory of her son and provides scholarships with preference given to students from the Syracuse area.

The Lillia Babbitt Hyde Scholarship provides scholarships with preference given to students from the New York City area.

The Dorothy Scott Evans Memorial Scholarship, established in her memory by her family and friends, is awarded to a woman matriculating under the Hamilton Horizons Program.

The William and Mary Lee Herbster Scholarship was established by Mr. and Mrs. William G. Herbster to provide scholarships for women attending Hamilton. Mr. Herbster, Class of 1955, is a former member of both the Hamilton and Kirkland Boards of Trustees.

Prize Scholarships

Prize scholarships are awarded to students who have completed at least one year at Hamilton and who have demonstrated some achievement while enrolled at the College. The achievement is most often high quality academic work, but it may also include enrollment in a particular field of study or demonstrated good character and campus citizenship.

Most prize scholarships require that the recipient demonstrate need and be eligible for financial aid. Most prize scholars will, therefore, already be recipients of unfunded grants from the College. The intent of the award of a prize scholarship is to honor the recipient by substituting a named or designated scholarship for an unfunded grant.

Prize scholarships are awarded either in the fall or in the spring on Class and Charter Day.

The Benjamin Walworth Arnold Prize Scholarship, established by Mrs. Benjamin Walworth Arnold in memory of her husband, provides three prize scholarships. One is awarded annually to the holder of a regular scholarship in each of the sophomore, junior, and senior classes who, in the preceding year, shall have made the best record in college coursework.

The Robert A. Bankert, Jr. Prize Scholarship was established in memory of Robert A. Bankert, Jr., Class of 1970, by his family and friends. Preference is given to a student who has participated in athletics and who, at the beginning of the junior year, has shown the greatest improvement in academic average.

The Dr. Philip I. Bowman Prize Scholarship was established by friends in honor of Dr. Bowman, a distinguished chemical engineer. It is awarded to a student who has a deep interest in science (preferably chemistry), foreign languages and sports; who strives for perfection; and who has a high level of tolerance and empathy for others.

The Madeleine Wild Bristol Prize Scholarship in Music, established in memory of Madeleine Wild Bristol, is awarded to the sophomore or junior who, in music at Hamilton, is an outstanding performer, composer, scholar or leader, and who is also an active participant in a sports activity, whether individual, intramural, or intercollegiate.

The Coleman Burke Prize Scholarship, established by Coleman Burke, Class of 1934 and former Chairman of the Board of Trustees, and his wife, Mary Poston Burke, is awarded to a sophomore who is an outstanding student and a varsity athlete. The recipient should also have demonstrated a capacity for campus leadership. The scholarship may be renewed for the junior and senior years.

The Carter Family Prize Scholarship was established by Diane Carter Maleson, mother of Gwendolyn Maleson, Class of 1993, in memory of her parents, Gerald and Camille Carter, and her sister and niece, Joan and Christine Scholes. It is awarded to a student who excels in the visual or performing arts, who is a talented writer, and who maintains a minimum average of 85.

The Thomas E. Colby III Prize Scholarship in German, established by his family in memory of Thomas E. Colby, Class of 1942 and a professor of German at Hamilton from 1959 to 1983, is awarded to a junior concentrating in German who has demonstrated superior scholarship in that discipline.

The Frank C. and Marion D. Colridge Prize Scholarship, established by Frank C. Colridge, Class of 1918, and his wife, Marion, provides a prize scholarship to a member of the junior class on the varsity track team who, by a vote of teammates, is selected as the individual possessing outstanding qualities of leadership and character.

The Curran Prize Scholarship, established by relatives of Colonel Henry H. Curran, Class of 1862, provides a scholarship for a student who has need of financial aid, who has enrolled in the courses in the Department of Classical Languages, and who has achieved a distinguished record in those courses.

The Captain Gerald FitzGerald Dale Senior Scholarship is awarded to a senior who has completed the junior year with distinction in literature, language, music, science, or social science; ranks in the top tenth of the class; and needs financial aid. In addition, the student must have demonstrated promise for useful citizenship by character, standing among fellow students, and contribution to the extracurricular life of the College.

The Charles A. Dana Prize Scholarships are awarded to approximately ten students at the end of their freshman year in recognition of academic achievement, character, and

leadership. The prize scholarships continue through the senior year, provided the recipients continue to fulfill the requirements. Depending upon need, each Dana Scholar will receive a grant ranging from $100 to full tuition.

The Dirvin Family Prize Scholarship, established by Gerald V. Dirvin, Class of 1959 and a Trustee of the College, is awarded to a student who has completed the freshman year, who has demonstrated academic excellence, and who has participated in athletics at Hamilton.

The Ned Doyle Prize Scholarships, established by Ned Doyle, Class of 1924, are awarded to an upcoming sophomore, junior, and senior, each of whom has made significant contributions to the College's athletic program.

The Joseph Drown Prize Scholarship, established by the Joseph Drown Foundation, is awarded to a student completing the junior year who has been very successful academically, who has demonstrated outstanding leadership qualities while at Hamilton, and who is likely to make a significant contribution to society in the future.

The Duell German Prize Scholarship, established by the Honorable Charles Holland Duell, Class of 1871, is awarded to a senior who has excelled in the study of German and who elects an advanced course in that subject during the senior year.

The Fayerweather Prize Scholarships are awarded to the five sophomores who, at the end of the freshman year, have made the highest averages in their class.

The Dr. Edward R. Fitch Prize Scholarships in Classical Languages, founded by E. Root Fitch, Class of 1886, are awarded annually to students who are registered for courses in either Greek or Latin. The awards are made on the basis of need, scholarship standing, character, and salutary influence on the life of the College.

The Randall J. Harris Prize Scholarship, created in memory of Randall J. Harris, Class of 1974, by his family and friends, is awarded to a junior concentrating in philosophy who has demonstrated superior scholarship in that discipline. Preference is given to a student expressing a desire to undertake graduate study in philosophy.

The L. David Hawley Prize Scholarship in Geology, established by alumni in honor of Professor Hawley, who taught geology at Hamilton for 25 years, is awarded to an outstanding junior who intends to go on to a career in geology. Consideration is also given to promise as a scientist, breadth of background in the sciences, general academic standing, and financial need.

The Edward Huntington Memorial Mathematical Prize Scholarship, established by Alexander C. Soper, Class of 1867, is awarded to a senior who has excelled in mathematics and who elects a course in that discipline during the senior year.

The Grant Keehn Prize Scholarship, established by family and friends in memory of Grant Keehn, Class of 1921, a distinguished businessman and former Chairman of the Board of Trustees, is awarded after the freshman year to one or two students who have demonstrated notably strong characteristics of leadership, and who are in good academic standing. Preference is given to minority students.

The Leonard E. and Sue J. Kingsley Prize Scholarship, established by Leonard E. Kingsley, Class of 1951 and a Trustee of the College, and his wife Sue, is awarded to members of the sophomore or junior class who have demonstrated the potential for both significant academic achievement and community leadership.

The Paul S. Langa Prize Scholarship, established by Paul S. Langa, Class of 1948, provides a prize scholarship to that Hamilton student who is judged to be the outstanding woman athlete from any of the four classes.

The Calvin Leslie Lewis Prize Scholarship in the Dramatic Arts was established by Elisabeth and Charles G. Mortimer, Jr., Class of 1949, in memory of Mr. Mortimer's grandfather, Calvin L. Lewis, Class of 1890 and the Upson Professor of Rhetoric and Oratory

from 1908 to 1935. It is awarded to students, preferably juniors, who have demonstrated an interest and ability in oral communication in its broadest aspects and who have actively and successfully participated in programs in the dramatic arts.

The Herbert M. Lockwood Memorial Prize Scholarships, established by Mr. and Mrs. W. Carter Lockwood in memory of their son, Herbert M. Lockwood, Class of 1982, are awarded to full-time Hamilton students who have demonstrated a significant interest in the musical arts. Criteria for selection include strong academic standing and financial need.

The Willard Bostwick Marsh Prize Scholarships, established by Willard B. Marsh, Class of 1912, in memory of President Melancthon Woolsey Stryker, Class of 1872, are awarded to juniors and seniors with financial need who have maintained a scholastic average of at least B since entering the College.

The Marcel Moraud Memorial Prize Scholarship, established by family and friends in memory of Professor Moraud, who taught French at Hamilton from 1951 to 1982, is awarded to the senior majoring in French and returning from the Junior Year in France Program who demonstrates academic excellence, strength of character, and a sense of humor.

The Robert Leet Patterson Prize Scholarships in Philosophy, established by Robert Leet Patterson, Class of 1917, are awarded to sophomores and juniors who have excelled in the study of philosophy.

The Frank Humphrey Ristine Prize Scholarship was established by former students and other friends in memory of Frank H. Ristine, professor of English literature from 1912 to 1952, and is awarded for excellence in English. Consideration is also given to general academic standing, need for financial aid, and campus citizenship.

The Oren Root Prize Scholarships are awarded to the two juniors who have the best records in mathematics during the freshman and sophomore years and who continue that subject through the junior year.

The Jenny Rubin Memorial Prize Scholarship, established by friends in memory of Jennifer Lynn Rubin, Class of 1983, is awarded to that senior woman who has evinced interest in, and ongoing commitment to, helping others improve their lives.

The William John Schickler III Prize Scholarship, established by his family and friends in memory of William J. Schickler III, Class of 1982, is awarded to an upcoming junior who demonstrates good academic performance, financial need, enthusiasm for life, and dedication as evidenced by participation in non-academic activities such as athletics or the arts.

The Arthur W. Soper Prize Scholarship in Latin, established by Arthur W. Soper, M.A. (Hon.), 1893, is awarded to a senior who has excelled in Latin and who elects a course in the discipline during the senior year.

The Chauncey S. Truax Prize Scholarship in Greek is awarded to the senior who has stood highest in the study of Greek for the first three years with an average grade of no less than 85. Preference is given to candidates who entered Hamilton as freshmen with credit in Greek.

The Vrooman Prize Scholarship, established through the generosity of John W. Vrooman, is awarded to a freshman who has achieved academic excellence, has need for scholarship aid, and who has enrolled for at least one course in the Classics Department.

The Sidney Wertimer, Jr. Prize Scholarships in Economics, established by John Phillips, Jr., Class of 1969, and John Phillips, Sr., in honor of Sidney Wertimer, Jr., are awarded to three juniors who have excelled in the study of economics.

The Lawrence K. Yourtee Prize Scholarship, established by friends and former students in honor of Professor Yourtee, who taught chemistry at Hamilton from 1948 to 1982, is awarded to the student who has shown the greatest improvement in General Chemistry in the freshman year.

Fellowships

Fellowships are awarded to graduating seniors to assist them in furthering their education.

The Manley F. Allbright Fellowship, established by Mrs. Manley F. Allbright in memory of her husband, a member of the Class of 1903, provides funds for the first year of graduate study in a divinity school.

The Samuel F. Babbitt Kirkland College Fellowship, named in honor of the first and only president of Kirkland College, is awarded to the woman graduate who best exemplifies the spirit of individual learning that was associated with Kirkland College, to assist her in meeting the expenses of pursuing an advanced degree.

The James H. Glass Fellowship, established by Dr. James H. Glass, M.A. (Hon.), 1912, is granted for two years of graduate study in biology to any member of the senior class who has demonstrated a high order of scholarly attainment in general and has shown marked ability and special aptitude for research in biology.

Hamilton Fellow at George Watson's College, Edinburgh, Scotland, serves an internship in teaching, extracurricular activities, and dormitory counseling.

The Franklin D. Locke Fellowship was established under a provision of the Chauncey S. Truax Prize and provides an award for graduate study in Greek.

The Elihu Root Fellowships, established in 1894 by Elihu Root, Class of 1864, are granted to members of the senior class who have shown high achievement and special aptitude for research in one or more of the departments of science and who plan to pursue graduate study in science.

The Judge John Wells Fellowship, established under a provision of the Glass endowment, provides a stipend for graduate work in the general areas of government and political science to any member of the senior class who has demonstrated a high order of scholarly attainment in general and has shown marked ability and special aptitude for research in political science.

Internships

Internships are awarded to support student research projects during the academic year or over the summer.

The Casstevens Family Fund was established by Mr. and Mrs. O.L. Casstevens, parents of Martin '80 and Michael Casstevens '91, to support students working on special research projects.

The Ralph E. Hansmann Science Students Support Fund, established in honor of Ralph E. Hansmann, Class of 1940 and a Life Trustee of the College, provides support for science students in doing research during the academic year or over the summer.

The Howard Hughes Science Students Research Program, made possible through a grant from the Howard Hughes Medical Institute, provides support for undergraduate science students in pursuing independent summer research projects.

The Don Potter Endowment in Geology, established by friends and former students of Donald B. Potter in recognition of his 34 years as a teacher of geology at Hamilton, provides support for undergraduates in pursuing geological field research. Preference is given summer field research projects.

The Sergei S. Zlinkoff Summer Fellowship Program, made possible through grants from the Zlinkoff Foundation for Medical Research and Education, provides summer research support for students who plan to attend medical school.

Prizes

Most prizes are given for academic achievement, either in general coursework, in a particular discipline, or in an essay or other exercise. A few prizes recognize service to the college community or personal character. Prizes are awarded in the fall, in the spring on Class and Charter Day, and at Commencement. In all cases, prize committees reserve the right not to award a prize in any given year should there be no candidate or no candidate's entry of sufficient merit.

Achievement Prizes

The Babcock Prize in Philosophy and Pedagogy, established by Edward S. Babcock, Class of 1896, is awarded to a senior who has excelled "in philosophy, and particularly in the science of pedagogy."

The Edwin Barrett Prize, established by alumni in honor of Professor Barrett, who taught English and Theatre at Hamilton from 1950 to 1987, is awarded to a student who, at the end of the sophomore year, has made a significant contribution to the College's theatre program.

The James L. Bennett Prize, established by Emma M. Bennett Elsing in memory of James L. Bennett, Class of 1871, is awarded to a senior who has completed the junior year with distinction.

The Emily and Alfred Bohn Prize in Studio Art, established by Harold C. Bohn, Class of 1926, in memory of his parents, is awarded to a junior or senior who demonstrates significant progress in studio art.

The Harold C. Bohn Prize in Anthropology was established by Harold C. Bohn, Class of 1926, and is awarded to a student who has excelled in the study of anthropology.

The Brockway Prize, established by A. Norton Brockway, Class of 1857, is awarded to that member of the freshman class who has made the best academic record.

The G. Harvey Cameron Memorial Prize, established by family, friends, and former students to honor the memory of Professor Cameron, who taught physics at Hamilton from 1932 to 1972, is awarded to that freshman or sophomore who shows the most promise in experimental physics.

The Nelson Clark Dale, Jr. Prize in Music was established in memory of Captain Nelson Clark Dale, Jr., USMC, Class of 1942, by his parents, and is awarded to a student who has shown exceptional ability in music as a composer, interpreter, or leader, or who has contributed most to the musical life of the College.

The Darling Prize in American History, established by Charles W. Darling, Class of 1892, and supplemented by a friend of the College, is awarded to the senior having the most distinguished record in at least four courses in American history.

The Donald J. Denney Prize in Physical Chemistry, established by friends and former students in honor of Donald J. Denney, who taught chemistry at Hamilton from 1957 to 1986, is awarded annually to a student who excels in physical chemistry.

The Hadley S. DePuy Campus Service Awards are given each year to those students who, in the opinion of the Student Assembly, have made significant contributions in the area of campus service. Individual awards consist of a plaque, with the student's name inscribed thereon.

The Arthur O. Eve Prize is awarded annually to the graduating senior in the Higher Education Opportunity Program/College Scholars Program who best exemplifies academic achievement and community service.

The Dr. Edward Fitch Prize in Greek, founded by E. Root Fitch, Class of 1886, is awarded annually to that student who, on completion of one year of Greek, has maintained the

best record in that subject. To be eligible for the award, the appointee must elect Greek in the following year.

The Dr. Edward Fitch Prize in Latin, founded by E. Root Fitch, Class of 1886, is awarded annually to that student who, on completion of one of two years of Latin, has maintained the best record in that subject. To be eligible for the award, the appointee must elect Latin in the following year.

The Gélas Memorial Prize, established in 1955 by a group of alumni to honor the memory of Jean-Marius Gélas, fencing coach and professor of physical education from 1921 to 1946, is awarded to the senior who has shown the greatest development in strength of character, leadership, and athletic ability while at Hamilton.

The Michael T. Genco, Jr. Prize in Photography, established by family and friends of Michael T. Genco, Jr., Class of 1985, is awarded to that student who, in the opinion of the appropriate faculty members of the Art Department, has submitted the most outstanding work to the Genco Photographic Contest and who has shown an unusual interest in photography.

The Francis W. Gilbert Prize was established by the Class of 1953 in memory of Francis Gilbert, fellow in history at Hamilton College from 1946 to 1953. It provides a cash award to that sophomore who, in the opinion of the Dean of Students, has shown the greatest scholastic improvement in the spring term of the freshman year.

The William Gillespie Prize in Art, established in memory of William J. Gillespie, Class of 1962, is awarded to a concentrator in art who excels in that subject.

The Adam Gordon Campus Service Awards, established in 1978 in memory of Adam Gordon, Class of 1980, provide cash prizes to be awarded annually to those students who, in the opinion of the Student Assembly, have made significant contributions in the area of campus service.

The Edgar Baldwin Graves Prize in History, established by his former student, David M. Ellis, Class of 1938, is awarded to a senior who excels in the study of history.

The Mary McMaster Hallock Prize in Science was established by Andrew C. Hallock, Class of 1938, in memory of his wife. It is awarded to a senior who has been admitted to medical school and who, in the judgment of the Health Professions Advisory Committee, has demonstrated excellence in coursework in science.

The Hamilton College Book Award in Russian is given to a student who has excelled in the study of Russian.

The Franklin G. Hamlin Prize in French, established by former students in honor of Professor Hamlin, who taught French at Hamilton from 1949 to 1980, is awarded to a senior who has excelled in French and plans to continue its study, or the study of a related field, in graduate school.

The Charles J. Hasbrouck Prize in Art History, established by Mr. and Mrs. Kenneth E. Hasbrouck, Sr., in memory of their son, Charles J. Hasbrouck, Class of 1974, is awarded to a senior who has excelled in the study of art history.

The Hawley Prizes in Greek and Latin, established by Martin Hawley, Class of 1851, are awarded for excellence in Greek and Latin. Equal in value, the prizes take the form of books and are selected by the winners each year.

The Holbrook Prize in Biology, established by David A. Holbrook, Class of 1844, is awarded to the senior having the best record in six courses in biology.

The Thomas McNaughton Johnston Prize in English, established by friends and former students in honor of Professor Johnston, who taught English at Hamilton from 1934 to 1972, is awarded to the student writing the most elegant essay submitted to the English Department during the year.

The Kirkland Prize, established by Mr. A.R. Kirkland, is awarded to a student who excels in mathematics.

The Kneeland Prize, established by the Rev. Martin Dwelle Kneeland, Class of 1869, is awarded to the student who has the best record when the grades in two courses on the Bible and in an essay competition on an assigned biblical subject are combined.

The Edwin B. Lee, Jr. Prize in Asian History/Asian Studies, established by Alan H. Silverman, Class of 1976, in honor of Professor Lee, who taught history at Hamilton from 1958 to 1987, is awarded to a senior who has excelled in the study of Asian history or in Asian studies.

The Dwight N. Lindley Prize, established in honor of Dwight N. Lindley, Class of 1942 and a professor of English at Hamilton from 1952 to 1986, provides an award for the best essay written during the academic year in either English 150 or English 200.

The Jonathan Marder Prize, established by Mr. and Mrs. Marder in memory of their son, a member of the Class of 1976, is awarded to a senior who excels in the study of psychology.

The Thomas E. Meehan Prize in Creative Writing, established by Thomas E. Meehan, Class of 1951, is awarded to two juniors who have distinguished themselves in creative writing.

The James Soper Merrill Prize, established in memory of James Soper Merrill by his cousin, James P. Soper, Class of 1911, is awarded at Commencement to that member of the graduating class "who, in character and influence, has best typified the highest ideals of the College." Selected by the Faculty, the recipient is presented with a gold watch.

The J. Barney Moore Prize in Art, established by the Class of 1982 in memory of J. Barney Moore, is awarded to a senior who excels in studio art.

The George Lyman Nesbitt Prizes were established by friends of Professor Nesbitt, valedictorian of the Class of 1924, who taught English at Hamilton from 1924 to 1926 and from 1930 to 1973, and are awarded to the valedictorian and the salutatorian.

The Norton Prize, established by Thomas Herbert Norton, Class of 1873, is awarded to the undergraduate who has demonstrated the greatest capacity for research in chemistry.

The Payne Hills Prize, established in 1982 by the Maynard family, is a Brunton pocket transit awarded annually to a member of the junior class excelling in geology field work.

The Walter Pilkington Prize, established by a friend of the College, is awarded to a student who has rendered distinguished service to the community in the areas of print and radio journalism and dramatics.

The Procter & Gamble Prize for Campus Leadership is awarded by the Procter & Gamble Company to a minority student who is a rising senior in recognition of campus and community leadership. The recipient is selected by the Dean of Students on the recommendation of appropriate members of the Faculty and administration.

The Public Policy Prize, established by a friend of the College, is awarded to the senior with the best record in the Public Policy Program and in the Public Policy Seminar.

The Putnam Prize in American History was established by a gift from Dr. Frederick W. Putnam of Binghamton, and was supplemented by a friend of the College. The gift provides a prize of books for the senior having the second-most distinguished record in at least four courses in American history.

The Renwick Prize in Biology, founded by Edward A. Renwick, is awarded to a member of the senior or junior class appointed by the Faculty and provides a scholarship for the study of biology during the summer vacation.

The Jack B. Riffle Awards for Senior Athletes were established by alumni and friends of Jack B. Riffle, Class of 1950 and a Trustee of the College from 1979 to 1986. They are awarded to an outstanding male and an outstanding female athlete in the senior class

who, in the judgment of the Director of Athletics, also demonstrate the highest ideals of competitive sports.

The Rogers Prize in Geology, established by E. Albert Rogers, Class of 1898, is awarded to a senior majoring in geology and excelling in the courses in that concentration.

The Senior Prize in Biochemistry/Molecular Biology is awarded to the outstanding concentrator in Biochemistry/Molecular Biology.

The Senior Prize in Comparative Literature is awarded to the outstanding senior concentrator in comparative literature.

The Senior Prize in Dance is awarded to the outstanding senior concentrator in dance.

The Senior Prize in Government is awarded to the outstanding senior concentrator in government.

The Senior Prize in Sociology is awarded to the outstanding senior concentrator in sociology.

The Senior Prize in Theatre and Dance is awarded to the outstanding senior concentrator in theatre.

The B.F. Skinner Prize, established in honor of B.F. Skinner, Class of 1926, is awarded to a senior who excels in psychological research.

The H. Samuel Slater Prize in Romance Languages, established in memory of his father-in-law, H. Samuel Slater, by Milton P. Kayle, Class of 1943 and a former Trustee of the College, is awarded to a student who, at the end of the sophomore year, has excelled in the study of a Romance language.

The Southworth Prize in Physics, established by Tertius D. Southworth, Class of 1827, is awarded to a senior who excels in physics.

The Squires Prize in Philosophy, established by Byron B. Taggart, Class of 1896, in honor of William Harder Squires, Class of 1888, is awarded annually to the senior who has the highest grade when the marks for six courses in philosophy and a special examination designed for the purpose are combined.

The Tompkins Prize in Mathematics, established by Hamilton B. Tompkins, Class of 1865, is awarded to two juniors who excel in mathematics. The award is made upon the basis of an examination near the close of the junior year, involving three years of work in mathematics.

The Underwood Prize in Chemistry was established as a fund by George Underwood, Class of 1838, increased by J. Platt Underwood, Class of 1870, and is awarded to a senior who excels in chemistry.

The Karen Williams Theatre Prize, established in memory of Karen L. Williams, Class of 1988, is awarded to a member of the junior class who is majoring in theatre and who has demonstrated a generosity of spirit and commitment to theatre activities at Hamilton.

The Winchell Prize in Greek, established by Walter B. Winchell, Class of 1880, is awarded annually to the student who, beginning Greek in college, has the best record in six courses in this language.

The Winslow Prize in Greek, established by William Copley Winslow, Class of 1862, is awarded to the member of the sophomore class attaining the greatest proficiency in Greek for the year.

The Winslow Prize in Latin, established by William Copley Winslow, Class of 1862, is awarded to the member of the freshman class attaining the greatest proficiency in Latin for the year.

The Winslow Prize in Romance Languages, established by William Copley Winslow, Class of 1862, is awarded to the member of the junior class attaining the greatest proficiency in Romance languages while in college.

The Wyld Prize in German, established by Lionel D. Wyld, Class of 1949, in memory of Mary E. and Fred H. Wyld, Sr., is awarded to a junior or senior for excellence in German as evidenced by coursework and an essay.

Public Speaking Prizes

The Clark Prize, established by Aaron Clark, and increased by Henry A. Clark, Class of 1838, is awarded to that senior who is adjudged to be the best speaker in the annual Clark Oratorical Contest.

The McKinney Speaking Prizes, established by Charles McKinney, are awarded to the three students, one in each of the three lower classes, who have been determined the best speakers in competition.

The Earl H. Wright Prize for Distinction in Advocacy, established in memory of Earl H. Wright by his son, Warren E. Wright, is awarded to that student who shows the most promise in spoken forensic argument or who has shown the most improvement in public speaking.

The Warren E. Wright Prize in Public Speaking, established by Robert S. Ludwig, Class of 1972, in honor of Warren E. Wright, the Upson Professor of Rhetoric and Oratory, is awarded to that student who is determined to be the best speaker in the annual Wright Prize competition.

Writing Prizes

The Academy of American Poets Prize is awarded each year by the Academy of American Poets, based upon the results of competition involving ten selected colleges.

The Dean Alfange Essay Prizes, established by Dean Alfange, Class of 1922, are awarded to the students who write the best and second-best essays on a feature or an issue of American constitutional government.

The Cobb Essay Prize, established by Willard A. Cobb, Class of 1864, is awarded to the student submitting the best essay on journalism.

The Cunningham Essay Prize, established by John Howard Cunningham, Class of 1866, is awarded to the senior submitting the best essay on some phase of the life of Abraham Lincoln.

The Adam Gordon Poetry Prize for Freshmen, established in memory of Adam Gordon, Class of 1980, is awarded for the best poem submitted by a member of the freshman class.

The Head Essay Prize, established by Franklin H. Head, Class of 1856, is awarded for the best senior essay upon a theme relating to Alexander Hamilton.

The Hutton Essay Prize, established by the Rev. William Hutton, Class of 1864, is awarded to the sophomore submitting the best essay on an assigned subject in history, translations, or literature of the Bible.

The Wallace Bradley Johnson Prize, established by alumni of the College in honor of Wallace B. Johnson, Class of 1915, is awarded to that student who writes the best one-act play produced at the College.

The Kellogg Essay Prizes, established by Charles C. Kellogg, Class of 1849, are awarded to a junior, sophomore, and freshman, each of whom has excelled in English essays.

The Kirkland Endowment Essay Prize in Interdisciplinary Studies, established by the Kirkland Endowment Advisory Committee, is awarded to the student who writes the best essay on interdisciplinary studies.

The Raphael Lemkin Essay Prize was established by an alumnus in memory of Raphael Lemkin, a distinguished European academician, survivor of the Holocaust, and inspirer of the United Nations Convention on Genocide. It is awarded to the student writing the best essay on a topic related to Mr. Lemkin's concerns and reflecting his ideals.

The Pruyn Essay Prize, made possible by a fund set up in 1863 by former Chancellor John Van Schaick Lansing Pruyn of the University of the State of New York, is awarded to the senior or junior writing the best essay on "The Duties of Educated Young Citizens."

The Soper Essay and Research Prizes, established by Arthur W. Soper, Class of 1893, are awarded for the best essay on a topic in economics assigned by the Faculty and for the best research paper in economics. The competition is open to all seniors who are taking a second- or third-year course in economics.

The Rose B. Tager Prize is awarded to the student writing the best short story.

The Todd Prize in Rhetoric and Mass Media, established by Charles Lafayette Todd, Class of 1933 and the Upson Professor of Rhetoric and Oratory from 1960 to 1977, is awarded to the student who writes the best essay on the influence of the electronic media on political discourse and advocacy that shape public attitudes and behavior.

The George A. Watrous Literary Prizes, established by Mrs. Edgar W. Couper in memory of her father, who was an English teacher and scholar, are awarded in poetry, fiction, and criticism, with an additional prize for the winner whose work is considered to be the most promising.

The John V. A. Weaver Prize in Poetry was established by Peggy Wood in memory of her husband and is awarded for excellence in a poem or poems submitted for consideration.

The Sydna Stern Weiss Essay Prize in Women's Studies, established by the Kirkland Endowment Advisory Committee and named in memory of Sydna Stern Weiss, who taught German at Hamilton from 1974 to 1991, is awarded to the student who writes the best essay in women's studies.

Recipients of Prize Scholarships, Fellowships, and Prizes

The following prize scholarships, fellowships, and prizes were awarded by Hamilton in 1992-93:

Prize Scholarships

Benjamin Walworth Arnold Prize Scholarships—
Senior, Moritz W. Heukamp; *Junior*, Murat Ozvardar; *Sophomore*, Indraneel Das

Robert A. Bankert, Jr. Prize Scholarship—Jonathan J. Kuhe

Dr. Philip I. Bowman Prize Scholarship—Carolyn J. Kopriva

Madeleine Wild Bristol Prize Scholarship in Music—John B. Wedding

Coleman Burke Prize Scholarship—Maura A. Dalton, Scott M. Pace

Thomas E. Colby III Prize Scholarship in German—Kosali N. Ilayperuma

Carter Family Prize Scholarship—Tresa M. Randall

Frank C. and Marion D. Colridge Prize Scholarship—Harry L. Hackett III

Curran Prize Scholarship—Victoria L. LoCasio

Captain Gerald FitzGerald Dale Senior Prize Scholarship—Serena J. Leigh

Charles A. Dana Prize Scholarships—Rachel J. Clift, Maura A. Dalton, Sarah A. DeMarchi, Christian J. Drobnyk, Rebecca J. Kemnitz, Lawrence J. McKiernan, Michael A. Olivo, Rahul Roy Chowhury, Amy F. Shapiro, Jonathan L. Shuman.

Dirvin Family Prize Scholarship—Francis A. D'Agata II

Ned Doyle Prize Scholarships—
Junior, Eric W. Roberts; *Sophomore*, Francis A. D'Agata II, Jonathan E. Greene; *Freshman*, Daniel J. Glass

Joseph Drown Prize Scholarship—Omer Algar

Duell German Prize Scholarship—Kosali N. Ilayperuma

Fayerweather Prize Scholarships—Indraneel Das, Robert R. Edwards, Catherine E. Hyde, Alan W.K. Lee, Yunfei Li, Michael A. Olivo

Dr. Edward R. Fitch Prize Scholarships in Classical Languages—James A. Caprio, William J. Ferguson

Randall J. Harris Prize Scholarship in Philosophy—Desmond Bailey, Terrence A. MacMullan

L. David Hawley Prize Scholarship in Geology—Michelle A. Walvoord

Edward Huntington Memorial Mathematical Prize Scholarship—Moritz W. Heukamp, David S. Richeson, Agus Sutikno

Grant Keehn Prize Scholarship—Jacqueline M. Fabius, Modupe P. Ladeji

Leonard E. and Sue J. Kingsley Prize Scholarship—Jonathan L. Shuman, Elizabeth D. Woodley

Paul S. Langa Prize Scholarship—Constance E. Douglas

Calvin Leslie Lewis Prize Scholarship in the Dramatic Arts—Laura A. Engelhardt, Beth M. Maynard

Herbert M. Lockwood Memorial Prize Scholarship—Grace H.A. Kim

Willard Bostwick Marsh Prize Scholarships—Glenn J. Bullock, Monique W. Cameron, Judy Chan, Moritz W. Heukamp, Kosali N. Ilayperuma, Kenneth A. Marx, Michelle B. Tollison, Karen M. Volmar

Marcel Moraud Memorial Prize Scholarship—Karen H. Klein

Robert Leet Patterson Prize Scholarships in Philosophy—Desmond Bailey, Andrea R. Eastman, Namita Goswami, Terrence A. MacMullan, Michael G. Mosier

Frank Humphrey Ristine Prize Scholarship—Karin J. Gosselink, Patricia H. Marchesi

Oren Root Prize Scholarships—Amy Abair, Lisa D. Reifenberg

Jenny Rubin Memorial Prize Scholarship—Lynne K. O'Shaughnessy

William John Schickler III Prize Scholarship—Teri A. Nugent

Arthur W. Soper Prize Scholarship in Latin—Jeanine S. Diddle

Chauncey S. Truax Prize Scholarship in Greek—Mark K. Malloy

Vrooman Prize Scholarship—Kristen Eignor

Sidney Wertimer, Jr. Prize Scholarships in Economics—Omer Algar, Isik Okte, Murat Ozvardar

Lawrence K. Yourtee Prize Scholarship in Chemistry—Joseph R. Caccavo

Fellowships

Manley F. Allbright Fellowship—Serena J. Leigh

The Samuel F. Babbitt Kirkland College Fellowship—Karen G. Johnston

James H. Glass Fellowship—Jeffrey D. Schraver

Hamilton Fellow at George Watson's College—Kyle C. Velte

The Elihu Root Fellowships in Science—Megan V. FitzGerald, James H. Grassi, Anchal Jain, Mohammed A. Jameel, Eric B. Joachim, Marcy A. Kingsbury, Matthew E. Kirby, Patrick E. Lindner, Kerry A. Mammone, Comfort M.T. Nkambule, David S. Richeson, Kimberly A. Schofield, Jeffrey D. Schraver, Agus Sutikno, Charles D. Thompson

The Judge John Wells Fellowship—Karen H. Klein

Achievement Prizes

Babcock Prize in Philosophy and Pedagogy—Glenn J. Bullock

Edwin Barrett Prize—Brandy D. Bierley, Jennifer R. Colt, Laura A. Engelhardt

James L. Bennett Prize—Kara A. Bamert

Emily and Alfred Bohn Prize in Studio Art—Alexandra J. Sax

Harold C. Bohn Prize in Anthropology—Dayna A. Bandman

Brockway Prize—Indraneel Das

G. Harvey Cameron Memorial Prize—Todd D. Moore

Nelson Clark Dale, Jr. Prize in Music—Christine E. Shuart

Darling Prize in American History—Christopher W. Kerr

Donald J. Denney Prize in Physical Chemistry—Benjamin D. Roye

Hadley S. DePuy Campus Service Awards—Heng B. Cheng, Lorene R. de Beaumont, Christopher E. Dixon, Yance L. Ford, Stephen F. Groening, Mark K. Malloy,

McLloyd O. Onwubere, Matthew D. Outten, Antonio B. Rodriguez, William P. Russell, Jr.

Arthur O. Eve Prize—Sharon Y. Chirwa, Ana M. Morel

Dr. Edward Fitch Prize in Latin—Paris Wilcox

Gélas Memorial Prize—Stephen C. Lemmer

Michael T. Genco, Jr. Prize in Photography—Bonnie S. Pavlo

Francis W. Gilbert Prize—Todson B. Schweizer

William Gillespie Prize in Art—Charles E. Moleski

Adam Gordon Campus Service Awards—Nichole L. Bowman, Daniel S. Gruner, Mary E. McKenna, Todd S. Parker, Paul P. Perry

Edgar Baldwin Graves Prize in History—Daniel C. Hayden, Pontus M.A. Siren

Mary McMaster Hallock Prize in Science—Benjamin D. Roye

Hamilton College Book Award in Russian—Bryan K. Nielson, Margaret M. Smith

Franklin G. Hamlin Prize in French—Karen H. Klein

Hawley Prize in Greek—Sean M. Flynn

Hawley Prize in Latin—Jeanine S. Diddle

Holbrook Prize in Biology—Alicia M. Favale, Daniel S. Gruner, Stephen J. Knohl

Thomas McNaughton Johnston Prize in English—Jane P. Degenhardt

Kirkland Prize—Anchal Jain, David S. Richeson

Kneeland Prize—Jennifer K. Boland

Edwin B. Lee, Jr. Prize in Asian History/Asian Studies—Kara A. Bamert

Dwight N. Lindley Prize—Joan E. Serway

Jonathan Marder Prize—Angela H. Ryan

Thomas E. Meehan Prize in Creative Writing—Philip R. DiGennaro, Kamila N. Shamsie

James Soper Merrill Prize—Michael J. Epstein

J. Barney Moore Prize in Art—Jacintha B. Halman

George Lyman Nesbitt Prize
Valedictorian, Moritz W. Heukamp; *Salutatorian*, Daniel T. Vail

Norton Prize—Comfort M. Nkambule, Charles D. Thompson

Walter Pilkington Prize—Elizabeth A. Fox

Presidential Recognition Awards—Carrie A. Contey, Alison R. Greene, Daniel C. Hayden, Beth M. Maynard

Procter & Gamble Prize for Campus Leadership—Aurelius O. Henderson III

Public Policy Prize—Brendan J. McCormick

Putnam Prize in American History—Michael D. Caratzas

Renwick Prize in Biology—Hammad R. Haider-Shah

Jack B. Riffle Awards for Senior Athletes—Julie A. Diehl, Eric M. Grey

Rogers Prize in Geology—Kerry A. Mammone

Senior Prize in Biochemistry/Molecular Biology—Sara E. Regan

Senior Prize in Comparative Literature—Serena J. Leigh

Senior Prize in Dance—Tresa M. Randall, Charles M. Thompson

Senior Prize in Government—William E. Stern, Daniel T. Vail

Senior Prize in Sociology—Douglas N. Miller

Senior Prize in Theatre—Sarah G. Rafferty, Rachel B. Weinstein

B. F. Skinner Prize—Marcy A. Kingsbury, Ziv M. Peled, Kimberly A. Schofield

H. Samuel Slater Prize in Romance Languages—Katherine M. McGowan

Soper Research Prize—Michael J. Epstein

Southworth Prize in Physics—Mohammed A. Jameel

Squires Prize in Philosophy—Joshua M. Silverstein

Tarbell Book Prize in Organic Chemistry—Daniel S. Gruner

Tompkins Prize in Mathematics—
First, Indraneel Das; *Second*, Murat Ozvardar

Underwood Prize in Chemistry—Anchal Jain

Karen Williams Theatre Prize—Lisa C. Schreiner

Winchell Prize in Greek—Mark K. Malloy

Winslow Prize in Latin—Carolyn C. Antonio

Winslow Prize in Romance Languages—Claire B. Goldstein, Katherine M. McGowan

Wyld Prize in German—Christa Ahmann, Louis C. Shapiro

Public Speaking Prizes

The Clark Prize—Andrew A. Regier

McKinney Speaking Prizes—
Junior, Kamila N. Shamsie; *Sophomore*, William P. Russell, Jr.; *Freshman*, Eric S. Ritvo

Earl H. Wright Prize for Distinction in Advocacy—Howard A. Steinman

Warren E. Wright Prize in Public Speaking—Kamila N. Shamsie

Writing Prizes

Academy of American Poets Prize—Christopher S. Fleet, Anthony B. Lacavaro

Adam Gordon Poetry Prize for Freshmen—Daniel J. Quick

Hutton Essay Prize—Nicholas Mastrocinque, Jr.

Kellogg Essay Prizes—Karin S. Gosselink, Nicholas Mastrocinque, Jr.

Kirkland Endowment Essay Prize in Interdisciplinary Studies—Christopher L. Gray

Rose B. Tager Prize—Kamila N. Shamsie

Todd Prize in Rhetoric and Mass Media—Robert N. Klieger

George A. Watrous Literary Prizes—
Criticism, Jane P. Degenhardt; *Fiction*, Christopher S. Fleet, Kamila N. Shamsie; *Poetry*, Anthony P. Lacavaro; *Most Promise*, Jane P. Degenhardt

John V.A. Weaver Prize in Poetry—Christopher S. Fleet

Sydna Stern Weiss Essay Prize in Women's Studies—Diana Van Maasdijk

Senior Fellow

Jennifer Lynn Klein, *Dark Places*, a historical novel set on the eve of the Salem witchcraft trials.

Federal and State Assistance Programs

Federal Awards

All federal assistance programs are constantly under review. The statements below were accurate as of July 1993, but subsequent legislation may have altered some of the programs. Please contact the Financial Aid Office if you have any questions.

A candidate's eligibility for the following federal aid programs is based on a formula developed by the Congress of the United States and referred to as the Federal Methodology. The College may amend FM results in the awarding of institutional funds.

Federal Pell Grants

The former Basic Educational Opportunity Grant Program was renamed in 1980 after Senator Claiborne Pell in honor of his efforts to help establish the program. Grants for full-time study currently range between $400 and $2,300. Grant amounts may be adjusted annually to reflect amounts authorized and appropriated by the federal government.

The amount of an individual's award is determined by the Director of Financial Aid based on a valid Student Aid Report (SAR). Candidates will receive an SAR after filing a Free Application for Federal Student Aid (FAFSA). The SAR reflects student eligibility based on a formula developed by the United States Congress.

In order to continue receiving awards, a student must make satisfactory academic progress, and must not owe any refunds to the Pell Grant or other federal aid programs or be in default on repayment of any student loan.

Federal Supplemental Educational Opportunity Grants (SEOG)

Supplemental Grants range between $100 and $4,000 annually and are awarded to students who demonstrate need, with preference given to recipients of Federal Pell Grants. The College's annual federal allocation of SEOG funds is adequate to make only about 80 awards. Candidates who demonstrate need continue to be eligible for SEOG assistance during the period required for the completion of the first undergraduate baccalaureate course of study.

Federal Perkins Loans

All candidates who apply for assistance are considered for Federal Perkins Loans. The number of Perkins Loans awarded annually may vary, depending upon repayments received by Hamilton from past borrowers, as well as federal appropriations. Aggregate maximum Perkins Loan debt is $4,500 during the first two years of study and $9,000 through completion of the baccalaureate degree. The current interest rate on Perkins Loans is 5% on the unpaid balance. Repayment normally begins after graduation. Deferments are possible for several reasons, including military service and work in the Peace Corps or VISTA.

Federal Family Education Loan Program

The Higher Education Amendments of 1992 extended borrowing opportunities to all families, regardless of income or need. Students are eligible to borrow through the Robert T. Stafford Loan Program, and parents may borrow through a program called Parent Loans for Undergraduate Students (PLUS). Interest subsidy for Stafford Loans, however, is restricted to those borrowers who demonstrate eligibility as based on the Federal Methodology. All student borrowers must file the Free Application for Federal Student Aid in order to receive consideration for interest subsidy. The combined Stafford and PLUS loan amount cannot exceed the cost of education, less other financial aid received. Federal Family Loans are available only to United States citizens or to non-citizens who have permanant resident status. Lending institutions such as banks and credit unions provide funds for both the Stafford and PLUS loans.

Robert T. Stafford Federal Student Loan Program
Loans of up to $2,625 for first year, $3,500 for second year, and $5,500 for third and fourth year students are available for study at Hamilton through the Stafford Loan Program. Maximum indebtedness cannot exceed $23,000. The average indebtedness at Hamilton is much less than the statutory maximum. The interest rate on Stafford Loans is established at the time the first loan is made. The rate for those who borrowed for the first time on or after October 1, 1992, is variable, but cannot exceed 9%.

Even though the statuatory maximum may be borrowed, interest subsidy is available only on that portion for which the borrower has demonstrated eligibility. It is necessary, therefore, for all applicants to file the Free Application for Federal Student Aid (FAFSA). An origination fee will be deducted from all loans at the time of disbursal.

Federal PLUS Loans
Parent Loans for Undergraduate Students are available only to creditworthy borrowers who seek assistance in meeting expected family contributions. There is no current maximum loan except that the amount borrowed cannot exceed the cost of education, less other financial assistance received by the student.

The interest rate for a PLUS first disbursed after October 1, 1992, is variable, but cannot exceed 10%. Variable interest rates are set each June. Lenders are charged with the responsibility of notifying borrowers of interest rate changes.

Lenders may collect an insurance premium of up to 3% of the loan principal. Also deducted proportionately from each disbursement is a 5% origination fee. Federal PLUS borrowers are generally expected to begin repayment within 60 days after the final loan disbursement. Deferments or postponements of payment on the principal are available in limited instances. Borrowers may wish to contact their lenders for specific information.

Federal College Work-Study Program (CWSP)
For students in financial need, Hamilton arranges jobs on-campus, or off-campus with public or private non-profit agencies such as hospitals. Application is made through the Financial Aid Office. Hamilton gives preference to students who have the greatest financial need and who must earn a part of their educational expenses. Class schedule, academic progress, and health are also considered in determining eligibility. Wage is determined by the nature of the job and the qualifications of the applicant.

United States Bureau of Indian Affairs Aid to Native Americans
Students who are at least one-fourth Native American Indian, Eskimo, or Aleut and are enrolled members of a tribe, band, or group recognized by the Bureau of Indian Affairs may qualify for aid under this program. Application forms may be obtained from the Bureau of Indian Affairs Office.

Veterans Administration (VA) Educational Benefits
Persons who served more than 180 days between January 31, 1955, and January 1, 1977, and continue on active duty, were honorably discharged at the end of their tours of duty, or who qualify because of service-connected disabilities, are eligible for benefits. Veterans are entitled to benefits for one and one-half months of study for each month of service, up to 45 months.

Children, spouses, and survivors of veterans whose deaths or permanant total disabilities were service-connected, or who are listed as missing in action, may be eligible for benefits under the same conditions as veterans.

State Awards

In compliance with the New York State Education Department regulations, eligibility for the continuation of funds awarded through the Tuition Assistance Program (TAP) or Regents Awards for Children of Deceased or Disabled Veterans requires the following minimal levels of academic progress:*

* Legislation passed in July 1981 subjects only those candidates who received any of the above awards for the first time during the 1981-82 year or thereafter to these regulations.

Pursuit of the program of study toward the baccalaureate degree requires the completion of at least two courses during both the fall and spring terms of the freshman year, and the completion of at least three courses during the fall and spring terms of each succeeding year.

Satisfactory progress toward the completion of the degree requirements must be achieved. Satisfactory progress is not made by students who fail to pass at least half of the courses carried, who accumulate failures in a total of five courses, or who incur a third probation. Satisfactory progress includes the following minimal number of courses passed for the respective semi-annual TAP payments: first payment = 0 units, second payment = 3 units, third payment = 7 units, fourth payment = 10 units, fifth payment = 14 units, sixth payment = 17 units, seventh payment = 21 units, eighth payment = 24 units.

Failure to maintain these minimal standards of academic progress will result in the loss of funds from the TAP program. Any questions regarding this requirement should be addressed to either the Registrar or the Director of Financial Aid.

Tuition Assistance Program (TAP)

The Tuition Assistance Program is available to any New York State resident who is enrolled full time in an approved educational program in New York State. The amount of TAP is based on the amount of tuition charged and family net taxable income (income after deductions). Net taxable income (NTB) may be adjusted for additional family members enrolled in college full time, or for child support received from a non-custodial parent.

The maximum net taxable income for TAP eligibility during the academic year is $50,500, but varies depending upon when TAP was first received. Awards will range from $300 to $4,125 per year, depending on the NTB and the year in which the first award was received. After a candidate has received payment for four semesters of study, his or her maximum award is reduced by $200 per year for each subsequent year of study. Undergraduate students generally will be eligible for no more than eight semesters of TAP payments, although students in certain pre-approved programs may be eligible for up to ten semesters.

Applications for TAP must be filed annually with the New York State Higher Education Services Corporation, 99 Washington Avenue, Albany, NY 12255. The application deadline for the 1994-95 academic year is May 1, 1994. Filers may also use a state version of the FAF to apply.

Vietnam Veterans Tuition Award Program

The Vietnam Veterans Tuition Award Program provides financial assistance to veterans enrolled in undergraduate degree programs on either a full- or part-time basis. A listing of the institutions having approved degree programs is included in the supplemental application.

To be eligible under this program, the veteran must:

- have served in the armed forces in the United States in Indochina between January 1, 1963, and May 7, 1975;
- have been discharged from the service under other than dishonorable conditions;
- have been a resident of New York State on April 20, 1984, or have been a resident at time of entry into the service and resumed residency by September 1, 1987;
- apply for a Tuition Assistance Program (TAP) award and a Federal Pell Grant if applying as a full-time student or for the Pell Grant only if applying as a part-time student.

Duration: Full-time Study—Awards are available for up to eight semesters for a four-year program, or 10 semesters if a degree program is specifically approved as requiring five years. (Programs of remedial study are considered to be programs normally requiring five years.) *Part-time Study*—Awards are available for students taking 6 to 11 hours

(or the equivalent per semester) for up to 16 semesters (eight years), or 20 semesters (ten years) in an approved program which would normally require five years if the study were full-time.

Amount: Full-time awards are $500 per semester or tuition, whichever is less. If the veteran also receives a Tuition Assistance Program (TAP) award, the combination of the two awards cannot exceed tuition. Part-time awards are $250 per semester or tuition, whichever is less. The total of all awards for full- and/or part-time study received cannot exceed $5,000.

Regents Awards for Children of Deceased or Disabled Veterans

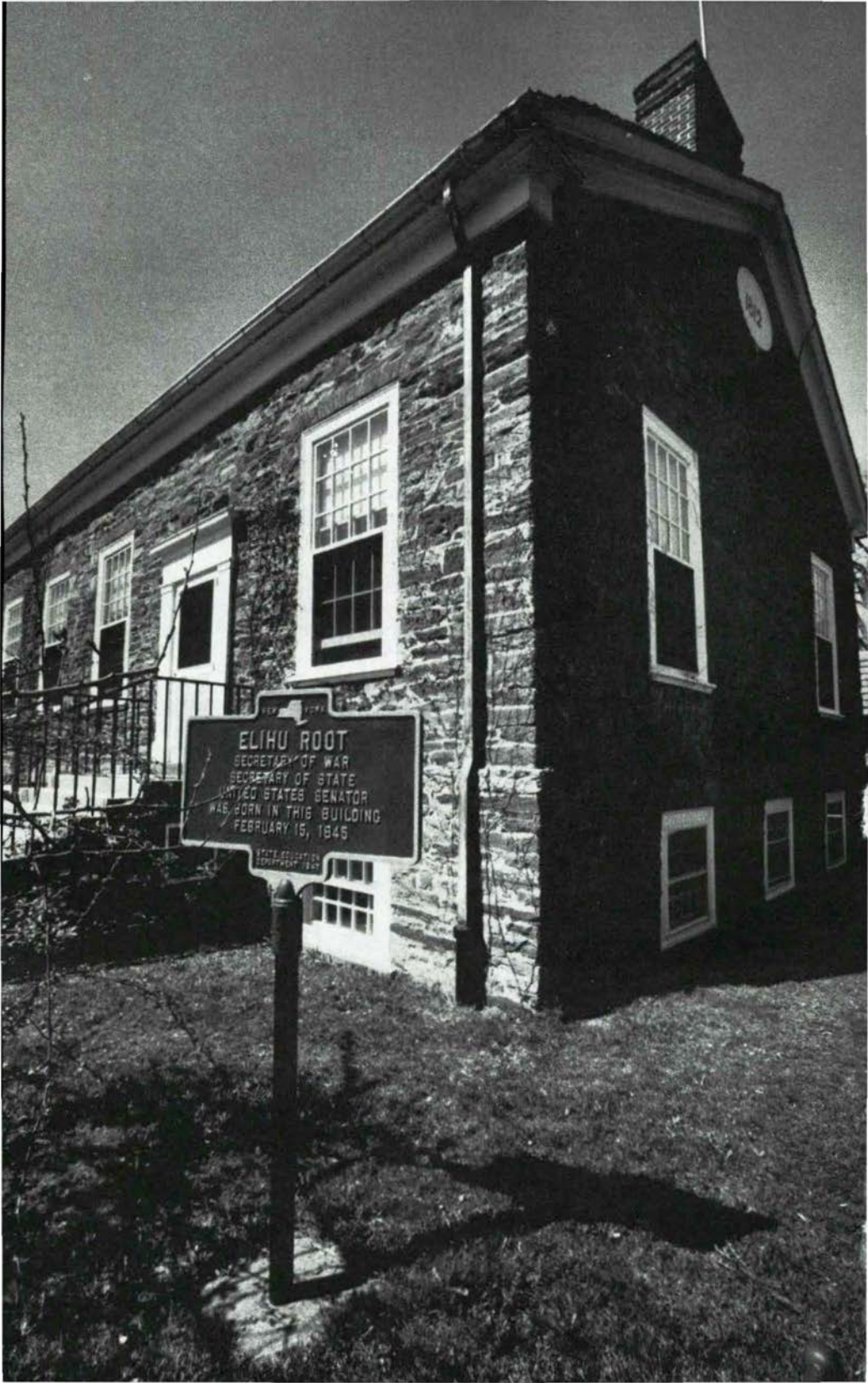
An award of $450 per year is available to students who are the children of veterans who have died, have a current disability of 50% or more, or had such a disability at the time of death, resulting from United States military service during one of the following periods: April 16, 1917–November 11, 1918; December 7, 1941–December 31, 1946; June 25, 1950–July 27, 1953; or October 1, 1961–March 29, 1973. This award, available to New York State residents, is independent of family income or tuition and is made in addition to other grants or awards to which the applicant may be entitled.

State Aid to Native Americans

Awards of $1,100 per year for a maximum of four years of study are available to members of Native American tribes located on reservations within New York State. Additional information can be obtained by writing to the Native American Education Unit, New York State Education Department, Albany, NY 12234.

Higher Education Opportunity Program (HEOP)

HEOP awards are given to academically and financially disadvantaged students admitted to the HEOP. Such awards are packaged with other needed assistance.


ELIHU ROOT
SECRETARY OF WAR
SECRETARY OF STATE
UNITED STATES SENATOR
WAS BORN IN THIS BUILDING
FEBRUARY 15, 1845

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Leonard E. Kingsley, M.B.A., *San Francisco, CA* (Alumni Trustee 1983-87)	1988	1994
Stuart L. Scott, J.D., *Chicago, IL* (Alumni Trustee 1985-89)	1989	1995
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Jane Fraser, B.A., *Washington, DC*	1991	1997

Chester A. Siuda, M.B.A., *West Orange, NJ* (Alumni Trustee 1987-91)	1992	1997
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Howard J. Schneider, M.D., *New York, NY* (Alumni Trustee 1988-92)	1993	1999
Thomas J. Schwarz, J.D. *New York, NY* (Alumni Trustee 1987-91)	1993	1996

Alumni Trustees

Russel A. Bantham, Jr., J.D., *New York, NY*	1990	1994
Barbara Brewer Clark, J.D, *Kansas City, MO*	1990	1994
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Anne Bigham Hutchins, B.A., *Winnetka, IL*	1991	1995
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Sara Redding Wilson, J.D., *Richmond, VA*	1993	1997

The Faculty

Emeriti

Edwin Blois Barrett, Jr.
Professor of English and Drama; A.B., Macalester College; A.M., University of Minnesota; Ph.D., Columbia University

Robert Marcellus Browning
Professor of German; A.B., William Jewell College; A.M. and Ph.D., Princeton University

A. Duncan Chiquoine
Professor of Biology; A.B., Swarthmore College; Ph.D., Cornell University

Earl Wendell Count
Professor of Anthropology; A.B., Williams College; B.D., Garrett Biblical Institute; Ph.D., University of California at Berkeley

James S. A. Cunningham
Professor of Classics; A.M. and B.D., University of Glasgow; B.Litt., University of Oxford; A.M. and Ph.D., Princeton University

David Maldwyn Ellis
Professor of History; A.B., Hamilton College; A.M. and Ph.D., Cornell University

John Francis Ellis
Professor of Biology; A.B. and A.M., Amherst College; Ph.D., University of Edinburgh

David J. Gray
Professor of Sociology; A.B., A.M., and Ph.D., Pennsylvania State University

James Franklin Hunt
Professor of Education; B.S., University of Pennsylvania; M.S., Massachusetts State College; Ph.D., Yale University

Edwin Borden Lee, Jr.
Professor of History; A.B., Duke University; A.M. and Ph.D., Columbia University

Dwight Newton Lindley
Professor of English; A.B., Hamilton College; A.M. and Ph.D., Columbia University

Eugene Milton Long
Professor of Physical Education; B.S. and M.S., State University of New York College at Cortland

John Robert Mattingly
Professor of Latin; A.B., University of Chicago; Ph.D., Yale University

Lawrence Robert McManus
Professor of Biology; B.S., M.Ed., and Ph.D., Cornell University

David Richard Millar
Professor of History; A.B. and A.M., George Washington University; Ph.D., Cornell University

C. Stanley Ogilvy
Professor of Mathematics; A.B., Williams College; A.M., Columbia University; Ph.D., Syracuse University

Donald Brandreth Potter
Professor of Geology; A.B., Williams College; A.M., Brown University; Ph.D., California Institute of Technology

Eugene Charles Putala
Professor of Biology; B.S. and M.S., University of Massachusetts; Ph.D., University of California at Berkeley

Channing Bulfinch Richardson
Professor of International Affairs; A.B., Amherst College; Ph.D., Columbia University

Comfort Cary Richardson
Assistant Professor of Physical Education; A.B., Vassar College; A.M., Haverford College

Landon Gale Rockwell
Professor of Government; A.B., Dartmouth College; A.M. and Ph.D., Princeton University

Philip Virgilius Rogers
Professor of Biology; A.B. and A.M., Hamilton College; Ph.D., Yale University

Charles Lafayette Todd
Professor of Speech; B.S., Hamilton College; A.M., Columbia University

Sidney Wertimer, Jr.
Professor of Economics; B.S., University of Pennsylvania; A.M., University of Buffalo; Ph.D., London School of Economics

Warren Earl Wright
Professor of Rhetoric and Oratory; A.B. and A.M., Emerson College; Ph.D., University of Illinois

Lawrence Karn Yourtee
Professor of Chemistry; B.S., Washington College; M.S., Georgia Institute of Technology; Ph.D., University of Texas

Active

This listing is alphabetical without respect to rank, and the date indicates the year of initial appointment to the Faculty. The letters **F** and **S** following a name indicate terms of leave or off-campus teaching. The lower-case letters, **f** and **s**, indicate the terms during which visiting faculty members will teach at the College.

M. Jacqueline Alexander (1992) **fs**
Jane Watson Irwin Visiting Associate Professor of Women's Studies; B.S.W., Salem State College; M.A. and Ph.D., Tufts University

Agha Shahid Ali (1987) **FS**
Associate Professor of English; A.B., University of Kashmir; M.A., University of Delhi; M.F.A., University of Arizona; M.A. and Ph.D., Pennsylvania State University

Douglas Ambrose (1990)
Assistant Professor of History; B.A., Rutgers University, M.A., University of Rochester; Ph.D., State University of New York at Binghamton

John Timothy Anderson (1967)
Samuel F. Pratt Professor of Mathematics; A.B., Hamilton College; Ph.D., Duke University

Vivian Anderson (1987)
Assistant Professor of Mathematics and Computer Science; B.S., Wheaton College; M.S., University of Nebraska; M.S. and Ph.D., Syracuse University

Frank Michael Anechiarico (1976)
Professor of Government; A.B., Hamilton College; A.M. and Ph.D., Indiana University

Alfred Leroy Atherton (1993) **s**
Sol M. Linowitz Visiting Professor of International Studies; B.S. and M.A., Harvard University

Vincent A. Auger (1987) **F**
Assistant Professor of Government; B.A., Fordham University; A.M. and Ph.D., Harvard University

George Wilbon Bahlke (1969)
Professor of English; A.B. and A.M., University of Chicago; A.B., Swarthmore College; Ph.D., Yale University

David G. Bailey (1990)
Assistant Professor of Geology; B.S, Bates College; M.S., Dalhousie University; Ph.D., Washington State University

Mirley Balasubramanya (1993) **fs**
Visiting Assistant Professor of Physics; M.S., Indian Institute of Technology; Ph.D., Iowa State University

Erol M. Balkan (1987)
Associate Professor of Economics; B.A. and M.A., University of North Carolina at Greensboro; Ph.D., State University of New York at Binghamton

John Bartle (1989)
Instructor in Russian; B.A., Rutgers University; M.A., Indiana University

Charlotte Beck (1985)
Associate Professor of Anthropology; B.A., Auburn University; M.A. and Ph.D., University of Washington

Richard E. Bedient (1979)
Associate Professor of Mathematics; B.S., Denison University; A.M., University of Pittsburgh; Ph.D., University of Michigan

Carole Ann Bellini-Sharp (1973)
Professor of Theatre; A.B. and A.M., Pennsylvania State University; Ph.D., Carnegie-Mellon University

Russell Thorn Blackwood III (1957)
John Stewart Kennedy Professor of Philosophy; A.B., Dartmouth College; A.M., Colgate University; Ph.D., Columbia University

Stephen Bonta (1961)
Margaret Bundy Scott Professor of Music; A.B., Yale University; A.M., Columbia University; A.M. and Ph.D., Harvard University

James Bradfield (1976) **S**
Professor of Economics; A.B., A.M., and Ph.D., University of Rochester

Karen S. Brewer (1989)
Assistant Professor of Chemistry; B.S., Ohio Northern University; Ph.D., Massachusetts Institute of Technology

Austin Eugene Briggs, Jr. (1957)
Hamilton B. Tompkins Professor of English Literature; A.B., Harvard University; A.M. and Ph.D., Columbia University

Betsy L. Bruce (1986)
Associate Professor of Physical Education; B.A., College of Wooster; M.A., University of Iowa

Kevin P. Burke (1993)
Assistant Professor of Physical Education; B.A., Gettysburg College; M.A., State University of New York at Stony Brook

Thomas W. Burkman (1992) **f**
Visiting Associate Professor of History; A.B., Asbury College; M.A. and Ph.D., University of Michigan

Alan W. Cafruny (1988) **FS**
Henry Bristol Associate Professor of International Affairs; B.A., Kenyon College; M.Sc., University of London; M.A. and Ph.D., Cornell University

Rand Carter (1970)
Professor of Art; A.B., Columbia University; M.F.A. and Ph.D., Princeton University

Daniel F. Chambliss (1981)
Associate Professor of Sociology; A.B., New College; A.M., M.Phil., and Ph.D., Yale University

Elizabeth Childs-Johnson (1991)
Assistant Professor of Art; B.A., M.A., and Ph.D., New York University

Patricia Francis Cholakian (1990)
Associate Professor of French; A.B., Bates College; A.M., Middlebury College; Doctorat, University of Paris

Rouben Charles Cholakian (1963)
Burgess Professor of Romance Languages; A.B., Bates College; A.M. and Ph.D., Columbia University

Sally Cockburn (1991)
Assistant Professor of Mathematics; B.Sc. and M.Sc., Queen's University, Canada; Ph.D., Yale University

Brian Collett (1986)
Associate Professor of Physics; B.A. and M.A., University of Cambridge; Ph.D., Princeton University

Leland Earl Cratty, Jr. (1958)
Professor of Chemistry; B.S., Beloit College; Ph.D., Brown University

Peter R. D'Agostino (1993)
Instructor in Religious Studies; B.A., Brown University; M.A., University of Chicago

Françoise Davis (1989)
Instructor in French; Baccalaureát ès Lettres and License ès Lettres, University of Bordeaux

Michael Davis (1983)
Assistant Professor of Physical Education; B.A., Idaho State University

Jean Constance D'Costa (1980) **FS**
Leavenworth Professor of English; A.B., University College of the West Indies; M.Litt., University of Oxford

Richard W. Decker (1985)
Associate Professor of Computer Science; A.B., Dartmouth College; M.A., Pennsylvania State University; M.S., Stanford University; Ph.D., Ohio State University

Cynthia R. Domack (1985)
Associate Professor of Geology; B.A., Colby College; M.A. and Ph.D., Rice University

Eugene W. Domack (1985)
Associate Professor of Geology; B.S., University of Wisconsin; M.A. and Ph.D., Rice University

Katheryn Hill Doran (1990) **S**
Assistant Professor of Philosophy; B.A., University of Pittsburgh; M.A. and Ph.D., University of North Carolina at Chapel Hill

Gwendolyn Ann Dordick (1993)
Instructor in Sociology; B.A., University of California at Los Angeles; M.A., Columbia University

Joseph Carroll Dorsey (1992)
Assistant Professor of Africana Studies; B.A., Morgan State University; M.A., Northwestern University; Ph.D., University of California at Santa Barbara

Allison Gloria Dorsey-Ward (1992)
Instructor in History; B.A., University of San Francisco; M.A., University of California at Irvine

Carol Ann Drogus (1988) **F**
Assistant Professor of Government; A.B., Mount Holyoke College; M.A. and Ph.D., University of Wisconsin

Beverly R. Edmondson (1991) **fs**
Visiting Assistant Professor of Psychology; B.R.E., Baptist Bible College; M.A., Liberty University; M.S. and Ph.D., Syracuse University

Theodore J. Eismeier (1978)
James L. Ferguson Professor of Government; A.B., Dartmouth College; M.Phil. and Ph.D., Yale University

Timothy E. Elgren (1993)
Assistant Professor of Chemistry; B.A. Hamline University; Ph.D., Dartmouth College

Jeffrey R. Foster (1993) **fs**
Visiting Assistant Professor of Biology; B.A., Evergreen State College; Ph.D., Dartmouth College

Steven David Frank (1985)
Associate Professor of Physical Education; B.S. and M.S., University of Bridgeport

L. Ella Gant (1991)
Assistant Professor of Art; B.S., University of Wisconsin; M.F.A., University of Texas at Austin

David A. Gapp (1979)
Professor of Biology; B.S. and A.M., College of William and Mary; Ph.D., Boston University

Janetta Mary Garrett (1985)
Associate Professor of Biology; M.I. Biol., North East Surrey College of Technology; M.Sc., Trent University; Ph.D., Texas A & M University

Margaret Gentry (1982)
Associate Professor of Psychology and Women's Studies; A.B., Duke University; Ph.D., Washington University

Christophre Georges (1989)
Assistant Professor of Economics; B.A., Connecticut College; M.A. and Ph.D., University of Michigan

Amy Herstein Gervasio (1982) **FS**
Associate Professor of Psychology; A.B., University of California at Santa Cruz; A.M. and Ph.D., Ohio State University

George Albert Gescheider (1964)
Professor of Psychology; B.S., Denison University; M.S., Tulane University; Ph.D., University of Virginia

Louanne Genet Getty (1990) **fs**
Visiting Assistant Professor of Art; B.F.A., University of Montana; M.F.A., Syracuse University

Dennis Gilbert (1975)
Professor of Sociology; A.B., University of California at Berkeley; A.M., University of Oregon; Ph.D., Cornell University

Barbara Kirk Gold (1989)
Professor of Classics; B.A., University of Michigan; M.A. and Ph.D., University of North Carolina at Chapel Hill

Anne E. Gorsuch (1992)
Assistant Professor of History; B.A., Brown University; Ph.D., University of Michigan

Philip Grady (1983)
Associate Professor of Physical Education; B.S., Norwich University; M.S., State University of New York at Albany

Christine Elisabeth Groeppner (1990) **fs**
Visiting Instructor in German; M.A., University of Wisconsin

Janice Grossman (1993) **fs**
Visiting Instructor in English; B.A. and M.A., University of California at Santa Barbara

Haldun N. Gülalp (1990) **fs**
Visiting Assistant Professor of Sociology; B.S. and M.Sc., Middle East Technical University, Ankara; M.A., University of Manchester; Doktora, University of Ankara; Ph.D., State University of New York at Binghamton

Martine Guyot-Bender (1991)
Assistant Professor of French; License d'Anglais option Linguistique, University of Metz; M.A. and Ph.D., University of Oregon

Paul Alan Hagstrom (1991)
Assistant Professor of Economics; B.A., St. Olaf College; M.S. and Ph.D., University of Wisconsin

Shelley Patricia Haley (1989)
Associate Professor of Classics; A.B., Syracuse University; Ph.D., University of Michigan

Lydia Hamessley (1991) **fs**
Visiting Assistant Professor of Music; B.Mus.Ed., Texas Lutheran College; M.A. and Ph.D., University of Minnesota

Elaine Heekin (1985)
Associate Professor of Dance; B.A., State University of New York College at Brockport; M.A., University of California at Los Angeles

Stuart H. Hirshfield (1982) **F**
Professor of Computer Science; B.S., University of Michigan; M.S. and Ph.D., Syracuse University

Robert G. Hopkins (1983)
Associate Professor of Music and Associate Dean of Students; A.B., Oberlin College; M.A. and Ph.D., University of Pennsylvania

Brett C. Hull (1991)
Assistant Professor of Physical Education; B.S. and M.Ed., Frostburg State University

Stephenson Humphries-Brooks (1983)
Associate Professor of Religious Studies; A.B., William Jewell College; M.Div., Southern Baptist Theological Seminary; Ph.D., Columbia University

Maurice Isserman (1990)
Associate Professor of History; B.A., Reed College; M.A. and Ph.D., University of Rochester

Elizabeth J. Jensen (1983) **F**
Associate Professor of Economics; B.A., Swarthmore College; Ph.D., Massachusetts Institute of Technology

Hong Gang Jin (1989)
Assistant Professor of Chinese; B.A., Shanxi University; M.A. and Ph.D., University of Illinois

Derek Charles Jones (1972) **F**
Professor of Economics; A.B., University of Newcastle upon Tyne; M.Sc., London School of Economics; A.M. and Ph.D., Cornell University

George T. Jones (1985)
Associate Professor of Anthropology; B.A., M.A., and Ph.D., University of Washington

Esther Sue Kanipe (1976)
Professor of History; A.B., University of North Carolina at Greensboro; A.M. and Ph.D., University of Wisconsin

Robert Kantrowitz (1990) **F**
Assistant Professor of Mathematics; A.B., Hamilton College; M.A., M.Phil., and Ph.D., Syracuse University

Hilke A. Kayser (1993)
Instructor in Economics; B.A. and M.S., University of Wisconsin

Alfred H. Kelly (1981)
Professor of History; A.B., University of Chicago; A.M. and Ph.D., University of Wisconsin

Timothy J. Kelly (1982)
Associate Professor of Mathematics; A.B., University of Scranton; A.M., Stanford University; M.S. and Ph.D., University of New Hampshire

Robin Bryan Kinnel (1966)
Silas D. Childs Professor of Chemistry; A.B., Harvard University; Ph.D., Massachusetts Institute of Technology

Larry Edward Knop (1977)
Professor of Mathematics; B.S., University of Washington; M.S., University of Miami; Ph.D., University of Utah

Geraldine S. Knortz (1982) **S**
Professor of Physical Education and Assistant Director of Athletics/Clubs and Women's Athletics; B.S., State University of New York College at Cortland; M.S., Northern Illinois University

G. Roberts Kolb (1981)
Professor of Music and Acting Dean of the Faculty; A.B., Occidental College; M.A., California State University at Fullerton; D.M.A., University of Illinois

Philip Daniel Krasicky (1990) **fs**
Visiting Assistant Professor of Physics; B.S., Rensselaer Polytechnic Institute; M.S. and Ph.D., Cornell University

Roberta Lyles Krueger (1980)
Professor of French; A.B., Wesleyan University; A.M. and Ph.D., University of California at Santa Cruz

Gerald Large (1993) **fs**
Visiting Assistant Professor of Theatre; B.A., University of North Texas; M.F.A., Ohio University

Cecelia Burke Lawless (1991) **fs**
Visiting Assistant Professor of Spanish; B.A., University of Toronto; M.A., Cornell University

David Alan Lewis (1991) **fs**
Visiting Instructor in Art; A.B., University of Southern Indiana; A.M., Indiana University

Cheng Li (1991) **FS**
Assistant Professor of Government; B.A., East China Normal University; M.A., University of California at Berkeley; M.D., Jing An Medical School, Shanghai; Ph.D., Princeton University

James J. Lu (1993) **fs**
Visiting Assistant Professor of Comparative Literature; B.A. and M.A., Shendong University, China; Ph.D., Duke University

Amie A. Macdonald (1992) **fs**
Visiting Instructor in Philosophy; B.A., Hamilton College

Joseph T. Malloy (1982)
Associate Professor of German; A.B. and A.M., State University of New York at Binghamton; Ph.D., University of Virginia

Ivan Marki (1965)
Professor of English; A.B., University of Alberta; A.M. and Ph.D., Columbia University

Susan A. Mason (1992) **fs**
Visiting Instructor in Rhetoric and Communication; B.S., State University of New York College at Oswego; M.A., State University of New York at Albany; M.S., Ithaca College

Laura R. Winsky Mattei (1990)
Assistant Professor of Government; B.A., Clark University; M.A. and Ph.D., University of Rochester

Kelley H. McElroy (1990)
Assistant Professor of Physical Education; B.S., Central Michigan University; M.S., State University of New York College at Cortland

John C. McEnroe (1983) **FS**
Associate Professor of Art; B.A., Michigan State University; M.A., University of Michigan; Ph.D., University of Toronto

Jeremy Tyler Medina (1968) **FS**
Professor of Spanish; A.B., Princeton University; A.M., Middlebury College; Ph.D., University of Pennsylvania

Maureen C. Miller (1989)
Assistant Professor of History; B.A., American University; M.A., Catholic University of America; A.M. and Ph.D., Harvard University

Sue Ann Miller (1975)
Professor of Biology; A.B., A.M., and Ph.D., University of Colorado

Peter J. Millet (1968) **F**
Litchfield Professor of Physics; B.S., Rensselaer Polytechnic Institute; M.S. and Ph.D., Syracuse University

Chandra Talpade Mohanty (1991) **S**
Associate Professor of Women's Studies; B.A. and M.A., University of Delhi; M.A. and Ph.D., University of Illinois

Cheryl A. Morgan (1990) **FS**
Assistant Professor of French; B.A., Dartmouth College; M.A., Middlebury College; Ph.D., Columbia University

Susan Damon Morgan (1991)
Assistant Professor of Biology; B.S., State University of New York College of Forestry, Syracuse University; M.S. and Ph.D, University of Pennsylvania

Robert Bruce Muirhead III (1972)
Professor of Art; B.F.A., Rhode Island School of Design; M.F.A., Boston University School of Fine Arts

Thomas Edward Murphy (1970)
Professor of Physical Education and Director of Athletics; B.S. and M.Ed., Springfield College

Andrew Peter Norman (1993) **fs**
Visiting Assistant Professor of Philosophy; B.A., Wesleyan University; M.A. and Ph.D., Northwestern University

Leslie Norton (1984)
Associate Professor of Dance; B.A., Butler University; M.A., Indiana University

Vincent Odamtten (1985)
Associate Professor of English; B.A. and M.A., University of Cape Coast, Ghana; Ph.D., State University of New York at Stony Brook

John C. O'Neal (1984) **F**
Associate Professor of French; B.A., Washington and Lee University; M.A., Middlebury College; Ph.D., University of California at Los Angeles

John Higbee O'Neill (1972) **S**
Professor of English; B.S., Wisconsin State College; A.M. and Ph.D., University of Minnesota

Patricia O'Neill (1986)
Associate Professor of English; B.A., California State University at Los Angeles; M.A. and Ph.D., Northwestern University

Stephen W. Orvis (1988)
Assistant Professor of Government; B.A., Pomona College; M.A. and Ph.D., University of Wisconsin

Robert C. Palusky (1969)
Professor of Art; B.F.A. and A.M., University of Wisconsin; M.F.A., Rochester Institute of Technology

Robert L. Paquette (1981)
Publius Virgilius Rogers Associate Professor of American History; A.B. and A.M., Bowling Green University; Ph.D., University of Rochester

David C. Paris (1979)
James S. Sherman Professor of Government; A.B., Hamilton College; A.M. and Ph.D., Syracuse University

Philip M. Pearle (1969) **S**
Professor of Physics; B.S., M.S., and Ph.D., Massachusetts Institute of Technology

Samuel Frank Pellman (1979)
Professor of Music; B.Mus., Miami University; A.M. and D.M.A., Cornell University

William A. Pfitsch (1989) **FS**
Assistant Professor of Biology; A.B., Oberlin College; M.S. and Ph.D., University of Washington

Gregory Richard Pierce (1991)
Assistant Professor of Psychology; B.S., M.S. and Ph.D., University of Washington

Jeffrey Lawrence Pliskin (1982)
Associate Professor of Economics; A.B., State University of New York at Binghamton; A.M. and Ph.D., University of Michigan

Deborah Frances Pokinski (1978)
Associate Professor of Art; A.B., Randolph-Macon Woman's College; A.M. and Ph.D., Cornell University

Elizabeth Faye Potter (1976) **FS**
Professor of Philosophy; A.B., Agnes Scott College; A.M. and Ph.D., Rice University

Kris D. Powers (1992)
Instructor in Computer Science; B.S., College of Charleston

Nancy Sorkin Rabinowitz (1974) **FS**
Professor of Comparative Literature; A.B., City College of the University of New York; Ph.D., University of Chicago

Peter Jacob Rabinowitz (1974) **FS**
Professor of Comparative Literature; A.B., A.M., and Ph.D., University of Chicago

George A. Raiche (1990) **F**
Assistant Professor of Chemistry; A.B., Colby College; Ph.D., Dartmouth College

Shona Ramaya (1993) **fs**
Visiting Assistant Professor of English; B.A., Delhi University; M.A., Syracuse University

Heidi Ravven (1983)
Associate Professor of Religious Studies, Jewish Chaplain, and Hillel Director; B.A., M.A., and Ph.D., Brandeis University

Douglas A. Raybeck (1970)
Christian A. Johnson "Excellence in Teaching" Professor of Anthropology; A.B., Dartmouth College; Ph.D., Cornell University

Todd W. Rayne (1993)
Instructor in Geology; B.S., Montana State University; M.S., University of Wisconsin

Robert Redfield (1986)
Professor of Mathematics; B.A., Reed College; M.A., University of Oregon; Ph.D., Simon Fraser University

William S.K. Reno (1992) **fs**
Visiting Assistant Professor of Government; B.A., Haverford College; M.A., University of Chicago; Ph.D., University of Wisconsin

Patrick D. Reynolds (1992)
Assistant Professor of Biology; B.Sc., University College, Galway, National University of Ireland; Ph.D., University of Victoria, British Columbia

E. Michael Richards (1984)
Associate Professor of Music; B.Mus., New England Conservatory of Music; M.Mus., Yale University; M.A., Smith College; Ph.D., University of California at San Diego

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James Walter Ring (1957)
Winslow Professor of Physics; A.B., Hamilton College; Ph.D., University of Rochester

William Rosenfeld (1969)
Marjorie and Robert W. McEwen Professor of English; A.B., Utica College; A.M. and Ph.D., University of Minnesota

Carl A. Rubino (1989) **S**
Professor of Classics; A.B. and A.M., Fordham University; Ph.L., Woodstock College/Loyola Seminary; Ph.D., State University of New York at Buffalo

Carol S. Rupprecht (1974)
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Paula Claire Rust (1989) **S**
Assistant Professor of Sociology; A.B., Oberlin College; M.A. and Ph.D., University of Michigan

Henry John Rutz (1976)
William R. Kenan, Jr. Professor of Anthropology; A.B., Lawrence University; A.M., University of Hawaii; Ph.D., McGill University

John Michael Rybash (1990)
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William Salzillo (1973)
Professor of Art; A.B., Middlebury College; B.F.A., Rhode Island School of Design; M.F.A., Cranbrook Academy of Art

Susan Sánchez Casal (1992)
Assistant Professor of Spanish; B.A., M.A., and Ph.D., University of California at Riverside

John Santos (1993) **s**
Visiting Assistant Professor of Economics; B.A., Knox College; M.S. and Ph.D., University of Illinois

Franklin A. Sciacca (1984) **F**
Associate Professor of Russian; B.A., M.A., and Ph.D., Columbia University

Ann J. Silversmith (1989)
Assistant Professor of Physics; A.B., Oberlin College; M.Sc., University of Wisconsin; Ph.D., Australian National University

Robert Leonard Simon (1968)
Sidney Wertimer Professor of Philosophy; A.B., Lafayette College; Ph.D., University of Pennsylvania

Kathleen E. Smith (1993)
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Richard Francis Somer (1977)
Professor of Rhetoric and Communication; A.B. and Ph.D., University of Illinois; A.M., Southern Illinois University

Nathaniel Cushing Strout (1980)
Associate Professor of English and Associate Dean of the Faculty; A.B., Carleton College; A.M. and Ph.D., University of Rochester

Santiago Tejerina-Canal (1984)
Associate Professor of Spanish; Licenciatura, Filosofia y Letras, Universidad Central de Barcelona; M.A. and Ph.D., University of Massachusetts at Amherst

Barbara J. Tewksbury (1978)
Stephen Harper Kirner Associate Professor of Geology; B.S., St. Lawrence University; M.S. and Ph.D., University of Colorado

Margaret Olofson Thickstun (1988) **F**
Associate Professor of English and Director of the Reading and Writing Center; A.B., Mount Holyoke College; M.A. and Ph.D., Cornell University

David W. Thompson (1983)
Associate Professor of Physical Education; A.B., Colgate University; M.S., Syracuse University

Eugene M. Tobin (1980)
Professor of History, Dean of the Faculty, and Acting President of the College; A.B., Rutgers University; A.M. and Ph.D., Brandeis University

Edith Toegel (1992)
Assistant Professor of German; B.A. and M.A., Tufts University; Ph.D., University of Washington

Bonnie Urciuoli (1988)
Associate Professor of Linguistics; B.A., Syracuse University; M.A. and Ph.D., University of Chicago

Jonathan Vaughan (1971) **F**
Professor of Psychology; A.B., Swarthmore College; A.M. and Ph.D., Brown University

Victoria V. Vernon (1983)
Associate Professor of Comparative Literature; B.A., California State University at Long Beach; M.A., University of Southern California; Ph.D., University of California at Berkeley

M.L. Vanessa Vogel (1993) **fs**
Visiting Instructor in Religious Studies; B.A., New College of the University of South Florida; M.A., Syracuse University

Manfred E. von Schiller (1959)
Professor of Physical Education; B.S., State University of New York College at Brockport; A.M., St. Lawrence University

Frederick Reese Wagner (1969)
Professor of English; A.B., A.M., and Ph.D., Duke University

Bruce Walczyk (1985)
Associate Professor of Dance; B.A., State University of New York College at Brockport; M.A., University of California at Los Angeles

Elizabeth J. Warner (1989)
Assistant Professor of Economics; B.A., College of Wooster; M.A. and Ph.D., University of Michigan

David J. Wasserman (1987)
Assistant Professor of Chemistry; B.A., Dartmouth College; Ph.D., Yale University

Benjamin Samuel Weeks (1993)
Assistant Professor of Biology; B.A., Skidmore College; Ph.D., University of Connecticut

Douglas Alexander Weldon (1977)
Stone Professor of Psychology; A.B., College of Wooster; A.M., Towson State University; Ph.D., State University of New York at Buffalo

Richard William Werner (1975)
Professor of Philosophy; A.B., Rutgers University; A.M. and Ph.D., University of Rochester

Thomas Edward Wheatley (1990) **FS**
Assistant Professor of English; B.A., Rhodes College; M.A., University of York; M.A. and Ph.D., University of Virginia

Ann Whitaker (1992) **fs**
Visiting Instructor in English; B.A and M.A., University of Virginia

Ernest H. Williams (1984)
Associate Professor of Biology; B.S., Trinity College; M.A. and Ph.D., Princeton University

Jay Gomer Williams (1960) **F**
Walcott-Bartlett Professor of Religion; A.B., Hamilton College; M.Div., Union Theological Seminary; Ph.D., Columbia University

Tamara R. Williams (1987)
Assistant Professor of Spanish; B.A., Queen's University, Canada; M.A., Pennsylvania State University; Ph.D., University of Michigan

Thomas A. Wilson (1989) **F**
Assistant Professor of History; B.A., University of Connecticut; A.M. and Ph.D., University of Chicago

Michael E. Woods (1993)
Assistant Professor of Music; B.A., University of Akron; M.A., Indiana University; D.M.A., University of Oklahoma

Paul Gary Wyckoff (1991)
Assistant Professor of Government and Director of the Arthur Levitt Public Policy Center; B.A., Macalester College; Ph.D., University of Michigan

De Bao Xu (1991) **fs**
Visiting Assistant Professor of Chinese; B.A., Taiyuan Teacher's College; M.A., Beijing Normal University; M.A. and Ph.D., University of Illinois

Penny Linn Yee (1991)
Assistant Professor of Psychology; B.A., Pomona College; M.S. and Ph.D., University of Oregon

Committees of the Faculty, 1993-94

Committee on Academic Policy
Kolb, *ex officio*; Hopkins, *ex officio*; G.T. Jones; S. Morgan; J. O'Neill; Silversmith; Urciuoli; Vaughan.

Committee on Appointments
Bellini-Sharp; Briggs; Garrett; A. Kelly; Paris; Werner.

Academic Council
Kolb, *ex officio*; Kanipe, *ex officio*; Winsky Mattei, *ex officio*; Jin; Pellman, Rust.

Committee on Admission and Financial Aid
Kolb, *ex officio*; Thompson, *ex officio*; Cratty; Doran; Odamtten.

Committee on Academic Standing
Hopkins, *ex officio*; Coates, *ex officio*;Ambrose; Gant; Pfitsch; Pierce; Pliskin.

Committee on the Library
Kolb, *ex officio*; O'Leary, *ex officio*; Smallen, *ex officio*; Stenstrom, *ex officio*; P. O'Neill; Paquette; Pierce.

Committee on Information Technology
O'Leary, *ex officio;* Smallen, *ex officio*; Stenstrom, *ex officio*; Hayes, *ex officio;* Balkan; Collett; Malloy; Pellman.

Committee on Student Activities
Coates, *ex officio*; Ambrose; Bradfield; Bruce; Heekin.

Vice President's Advisory Committee
O'Leary, *ex officio*; Kolb, *ex officio*; Balkan; Isserman; E. Williams; T. Williams.

Committee on Co-Education
Strout, *ex officio*; Garrett; Haley; J. Ring.

Faculty Secretary
Winsky Mattei.

The President is an *ex officio* member of all committees, with the exception of the Board of Seven.

The Board of Seven consists of seven members of the Faculty, whose names are held by the Secretary of the Faculty.

Special Appointments

Juan Ramon Barrero
Teaching Fellow in Spanish

Kenneth M. Bart
Lecturer in Biology; B.A. and M.A., State University of New York at Binghamton

Louis G. Baskinger
Lecturer in Spanish; B.A., Utica College of Syracuse University; M.A., Syracuse University

Philip A. Bean
Lecturer in History; B.A., Union College; B.A. and M.A., University of Oxford; M.A., University of Rochester

Suzanne Beevers
Lecturer in Music (Violoncello)

Stephen Best
Lecturer in Music (Keyboard and Organ); B.A. and M.Mus., Syracuse University

Ann Shelby Blum
Lecturer in History; B.A., University of Massachusetts; M.A., University of California at Berkeley

William Burd
Lecturer in Theatre and Director of Technical Theatre

Steven Button
Lecturer in Music (Trombone); B.Mus., Ithaca College

Sean Byrne
Lecturer in Government; B.A., University of Limerick; M.S.Sc., Queens University of Belfast; M.A. and Ph.D., Syracuse University

Donald Cantwell
Lecturer in Music (Saxophone); B.A., Syracuse University

Daniel Carno
Lecturer in Music (Oboe); B.Mus. and M.Mus., Syracuse University

Edward Castilano
Lecturer in Music (Double Bass); B.Mus., Eastman School of Music

Paul Charbonneau
Lecturer in Music (Classical Guitar); B.Mus., University of New Mexico

Katherine A.S. Collett
Lecturer in English; B.A., Wellesley College; B.A. and M.A., University of Cambridge; Ph.D., University of Pennsylvania

Richard Decker
Lecturer in Music (Horn); B.Mus., Eastman School of Music; M.Mus; Catholic University of America

Alison Doughtie
Lecturer in English as a Second Language; B.A., Rice University; M.A., Indiana University

Gregory S. Elmer
Lecturer in Mathematics; B.A., Hamilton College

Charles W. England
Lecturer in Music (Tuba) and Conductor, Brass Choir; B.M.E., Augustana College; M.Mus., Yale University

Anita Firman
Lecturer in Music (Voice); B.S. and M.M.E., State University of New York College at Fredonia

Linda Greene
Lecturer in Music (Flute); B.Mus., Syracuse University

Steven Heyman
Lecturer in Music (Piano); B.S. and M.S., Julliard School of Music

Chikako Ikeguchi
Teaching Assistant in Japanese

Lauralyn Kolb
Lecturer in Music (Voice); A.B., Occidental College; A.M., Smith College

Ursula Kwasnieka
Lecturer in Music (Harp); B.Mus. and M.Mus., Manhattan School of Music

Maura K. Lafferty
Lecturer in Classsics; B.A., Wellesley College; M.A., University of North Carolina at Chapel Hill; Ph.D., University of Toronto

Raymond W. Larzelere
Lecturer in Music (Voice); B.Mus., State University of New York College at Potsdam; M.A., State University of New York at Binghamton

Richard G. Lloyd
Lecturer in Dance; A.B., Hamilton College; B.Mus. and M.Mus., McGill University

Laurance A. Luttinger
Lecturer in Music (Percussion); B.Mus.Ed. and M.Mus., Syracuse University

Scott MacDonald
Lecturer in Art; A.B., DePauw University; M.A. and Ph.D., University of Florida

George Myers
Lecturer in Music (Violin and Viola) and Chamber Music Coach; B.S., Hunter College; M.Mus., State University of New York at Binghamton

David V. Naramore
Lecturer in Mathematics; B.A., St. Michael's College; M.S., Syracuse University

Onno Oerlemans
Lecturer in English, B.A. and M.A., Queen's University at Kingston, Ontario; Ph.D., Yale University

Colleen Roberts Pellman
Lecturer in Music (Piano) and Coordinator of Staff Pianists; B.Mus., Miami University; M.Mus., Ithaca College

Carlota Powers
Lecturer in Spanish; B.A., American University; M.A., Rutgers University

Gregory Quick
Lecturer in Music (Bassoon); B.Mus., University of Michigan

Barbara Rabin
Lecturer in Music (Clarinet); B.A., Wellesley College; M.A., Wesleyan University

John Raschella
Lecturer in Music (Trumpet); Curtis Institute of Music

Irma Rosenfeld
Lecturer in English; A.B., Queens College; M.A., University of Rochester

Monk Rowe
Lecturer in Music (Saxophone); B.Mus., State University of New York College at Fredonia

Thomas Talbot
Acting Director, the College Choir; B.A., Alfred University

Kazuko Tanosaki
Lecturer in Music (Piano); B.A., Kunitachi Music College; M.A., University of California at San Diego

Joyce M. Ucci
Lecturer in Music (Piano); B.Mus., University of Redlands; M.Mus., Yale University

Sidney Wertimer, Jr.
Lecturer in Economics; B.S., University of Pennsylvania; A.M., University of Buffalo; Ph.D., London School of Economics

Laurence Wright
Teaching Fellow in French; Diplome and License, Sorbonne Nouvelle, Paris III

Athletic Coaches

Betsy L. Bruce
Head Coach, Women's Field Hockey and Lacrosse; B.A., College of Wooster; M.Ed., University of Iowa

Kevin P. Burke
Assistant Coach, Football and Track, B.A., Gettysburg College; M.A., State University of New York at Stony Brook

Michael Davis
Head Coach, Baseball, and Assistant Coach, Football; B.A., Idaho State University

Steven David Frank
Head Coach, Football, and Assistant Coach, Women's Indoor and Outdoor Track; B.S. and M.S., University of Bridgeport

Philip Grady
Head Coach, Men's Ice Hockey, and Assistant Coach, Women's Lacrosse; B.S., Norwich University; M.S., State University of New York at Albany

Brett C. Hull
Head Coach, Men's Indoor and Outdoor Track, and Men's and Women's Cross Country; B.S. and M.Ed., Frostburg State University

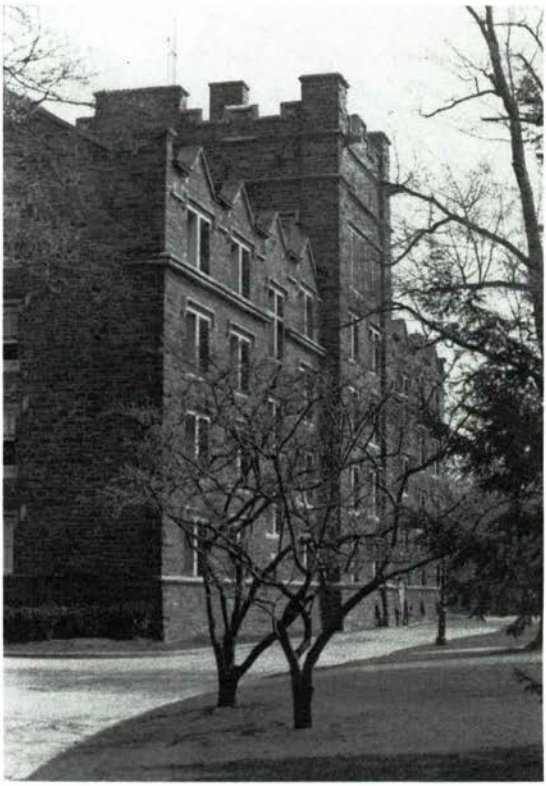
Geraldine S. Knortz
Head Coach, Women's Volleyball and Softball; Director of Club Sports; B.S., State University of New York College at Cortland; M.S., Northern Illinois University

Kelley H. McElroy
Head Coach, Men's and Women's Tennis and Squash; B.S., Central Michigan University; M.S., State University of New York at Cortland

Thomas Edward Murphy
Head Coach, Men's Basketball; B.S. and M.Ed., Springfield College

David Thompson
Head Coach, Men's and Women's Swimming, and Assistant Coach, Men's Soccer; A.B., Colgate University; M.S., Syracuse University

Manfred E. von Schiller
Head Coach, Men's Soccer and Lacrosse; B.S., State University of New York College at Brockport; A.M., St. Lawrence University



Officers and Administration

Officers of the College

Eugene M. Tobin, *Acting President of the College and Dean of the Faculty*
A.B., Rutgers University; A.M. and Ph.D., Brandeis University

G. Roberts Kolb, *Acting Dean of the Faculty*
A.B., Occidental College; M.A., California State University at Fullerton; D.M.A., University of Illinois

Janis L. Coates, *Dean of Students*
B.S., University of Maine; M.S., Indiana University; Ph.D., Michigan State University

Douglas C. Thompson, *Dean of Admission*
B.S., Swarthmore College

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A.B., St. John's University; M.B.A., Fairleigh Dickinson University

Milton K. Harkrader, Jr., *Vice President, Communications and Development*
A.B., Hamilton College; M.B.A., University of Pennsylvania

Office of the President

Eugene M. Tobin, Ph.D., *Acting President of the College*
Patricia E. Zurakowski, *Assistant to the President*

Office of the Dean of the Faculty

G. Roberts Kolb, D.M.A., *Acting Dean of the Faculty*
Nathaniel C. Strout, Ph.D., *Associate Dean of the Faculty*
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Mary Beth Barth, M.A., *Director, Critical Languages Program*
C. Christine Johnson, B.S., *Director, Higher Education Opportunity Program*
David L. Butler, Ph.D., *Director, Emerson Gallery*
Wanda D. Jackson, M.A., *Assistant Director, Emerson Gallery*
Margaret O. Thickstun, Ph.D., *Director, Reading and Writing Center*
Sharon F. Williams, M.Ed., *Assistant Director, Reading and Writing Center*

The Daniel Burke Library
Ralph H. Stenstrom, Ph.D., *Librarian*
Teresa F. Strozik, B.A., *Director of Technical Services*
Sharon Britton, M..L.S., *Director of Public Services*
Timothy J. Hicks, A.A., *Director of Audiovisual Classroom Services*
Frank K. Lorenz, M.L.S., *Curator of Special Collections*
Kathryn Stenstrom, M.L.S., *Music Record Librarian*
Lynn M. Mayo, M.L.S., *Reference Librarian*
Kristin L. Strohmeyer, M.S., *Reference Librarian*
Julia B. Dickinson, M.L.S., *Reference Librarian*
Jane R. Marshall, M.L.S., *Head of Cataloging*
Barbara E. Swetman, M.A., *Coordinator, Acquisitions and Serials*

Office of the Dean of Students

Janis L. Coates, Ph.D., *Dean of Students*
Nancy R. Thompson, M.Ed., *Associate Dean of Students*
Robert G. Hopkins, Ph.D., *Associate Dean of Students (Academic)*
Beverly Low, M.Ed., *Director of Student Activities*
Karen G. Green, B.A., *Director of Multicultural Affairs*

Rebecca L. Reed, M.S., *Director of Residential Life*
Laura McTighe, M.A., *Area Coordinator/Staff Development Coordinator*
Jeffrey Landry, M.S., *Area Coordinator/Judicial Coordinator*
Janna J. Roche, M.Div., *College Chaplain*
Barbara J. Kabot, B.S., C./A.N.P., *Director of Student Health Services*
Barbara J. Mazur, *Nurse Practitioner*
Tina M. Young, *Nurse Practitioner*
Sharon West, M.S., *Head Trainer*
Michael Shiffman, M.S., *Assistant Trainer*
Robert I. Kazin, Ph.D., *Director, Counseling and Psychological Services*
Mark D. Thompson, Ph.D., *Counseling Psychologist*
Jan P. Fisher, M.A., *Counselor*
Gene A. Roche, Ed.D., *Director, Maurice Horowitch Career Center*
Leslie Bell, M.S., *Assistant Director, Maurice Horowitch Career Center*
Jeannine M. Murtaugh, M.A., *Program Coordinator, Maurice Horowitch Career Center*
Patricia A. Ingalls, *Director of Security and Safety*

Office of Admission

Douglas C. Thompson, B.S., *Dean of Admission*
Kenneth P. Kogut, M.Ed., *Director of Financial Aid*
Lora M. Schilder, M.A., *Associate Dean of Admission*
Susan E. Feldmann, B.A., *Senior Assistant Dean of Admission*
Meredith L. Clair, A.B., *Assistant Dean of Admission*
Mary K. Hillman, A.B., *Assistant Dean of Admission*
F. David McCauley, B.A. *Assistant Dean of Admission*
Louise H. Peckingham, *Assistant Director of Financial Aid*

Office of Administration and Finance

Daniel J. O'Leary, M.B.A., *Vice President, Administration and Finance*
William E. Shaut, Ed.D., *Controller*
William R. Kemp, B.S., *Assistant Controller*
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Bettina S. Espe, M.S., *Director of Contract Operations and Hamilton Horizons Program*
Deborah W. Boyce, B.P.S., *Director, Administrative Services*
Sarah G. Steele, B.S., *Director, Personnel*
Barbara R. Hess, B.A., *Assistant Director, Personnel*
Arthur G. Jewett, B.S., *Project Manager*
Frank N. Marsicane, B.S., *Acting Director, Physical Plant*
Norman Piacentino, *Assistant Project Manager*
Leslie D. Hawkridge, B.S., *Assistant Director, Physical Plant*
Edward I. Neidhart, *Manager, Technical Trades*
Anthony R. Poccia, Jr., *Manager, Building Structural Trades*
Fredrick C. Blunt, *Manager, Grounds*
James E. Vivyan, *Manager, Custodial Services*
David L. Smallen, Ph.D., *Director of Information Technology Services/Institutional Research*
Frank E. Price, Ph.D., *Associate Director for Academic Computing*
Joan E. Hathaway, B.S., *Associate Director for Administrative Computing*
Lisa M. Rogers, A.B., *Assistant Director for User Services*
James Huang, B.S., *Assistant Director for Support Services*
David A. Cannamela, *Manager, College Store*

Office of Communications and Development

Milton K. Harkrader, Jr., M.B.A., *Vice President, Communications and Development*
A. Dean Abelon, A.B., *Director of Development*
John G. Mavrogenis, M.S., *Director of Alumni Affairs*
Frank K. Lorenz, M.L.S., *Editor, College Publications*
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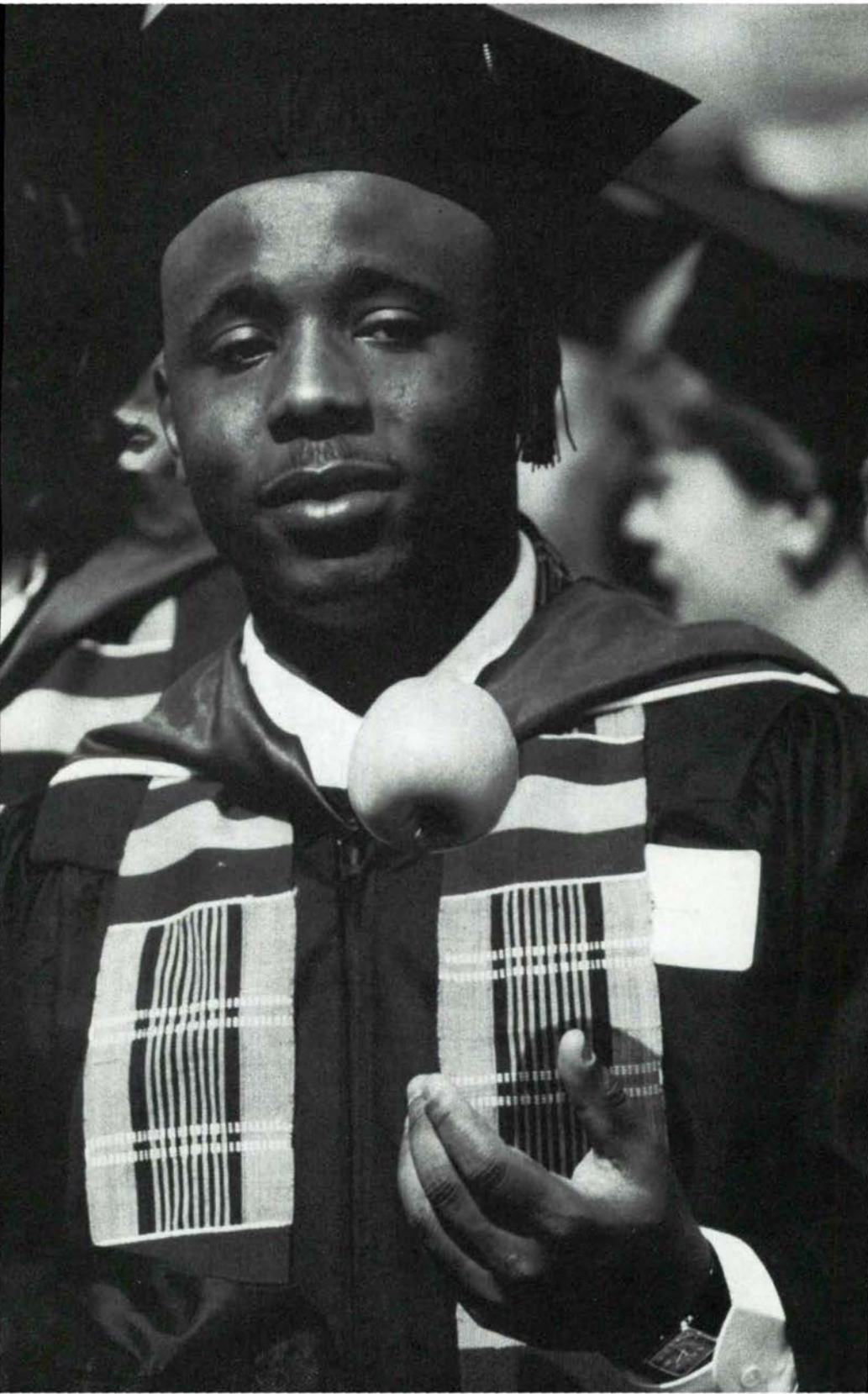
Lori L. Emerson, A.B., *Director of Development Promotion*
P. Monique Valcour, Ed.M., *Director of Volunteer Admission Programs*
Michael J. DeBraggio, M.S., *Director of College Relations*
Scott A. Barrett, A.B., *Assistant Director, Major Gifts*
Maria C. Stone, A.B., *Assistant Director, Reunion Gift Programs*
Melissa J. Beebe, A.B., *Assistant Director, GOLD Group Programs*
M. Jane Bassett, *Administrative Assistant to the Vice President, Communications and Development*



1993 Graduates in Course

Bachelor of Arts

Summa Cum Laude

Christina Cosgrove Cawley, ΦBK
Jeannine Suzanne Diddle, ΦBK
Erin Jennifer Dunne, ΦBK
Gregory Shawn Elmer, ΦBK
Michael Jon Epstein, ΦBK
Daniel Adam Frost, ΦBK
Moritz Wilhelm Heukamp, ΦBK, *Valedictorian*
Anchal Jain, ΦBK
Mohammad Ahsan Jameel, ΦBK, ΣΞ
Heather Lee Mitchell, ΦBK
Tresa May Randall, ΦBK
David Scott Richeson, ΦBK
Lisa Beth Rosenbaum, ΦBK
Kimberly Ann Schofield, ΦBK, ΣΞ
Joshua Michael Silverstein, ΦBK
Robin Felicity Skelton, ΦBK
William Edward Stern, ΦBK
Kerry Leigh Taylor, ΦBK
Daniel Travis Vail, ΦBK, *Salutatorian*
Rachel Beth Weinstein, ΦBK

Magna Cum Laude

Stephanie Lynn Babcock
Kara Anita Bamert, ΦBK
Michael Dimitrios Caratzas, ΦBK
Joann Cooper Chesnut, ΦBK
Belinda P. Chu, ΦBK
Joan Theresa Clair, ΦBK
Rachel Beth Coburn, ΦBK
Eric Mitchell Conklin, ΦBK
Jane Porter Degenhardt
Colleen Tracy Dunagan, ΦBK
Alicia Marie Favale, ΦBK, ΣΞ
Kerianne Ferrari
Faith Robin Frary
Daniel Stephen Gruner, ΦBK
Jane Marie Hillis
Eric Bentley Joachim, ΦBK, ΣΞ
Marcy Anne Kingsbury, ΦBK, ΣΞ
Jennifer Lynn Klein, ΦBK
Karen Helena Klein
Kristin Ellen Lamoureux
Serena Jean Leigh, ΦBK
Nicholas Robert Lennon, ΦBK
Gwendolyn Joan Maleson
Adam Paul Manus, ΦBK
Robert Marinovic
Laura Jane Megan, ΦBK
Katharine Elizabeth Moose
Ziv Mani Peled, ΦBK
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Sara Elizabeth Regan, ΣΞ
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Angela Helen Ryan, ΦBK
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Margaret Mary Smith, ΦBK
Jessica Anne Solky, ΦBK
Agus Sutikno, ΦBK
Charles David Thompson, ΣΞ
Laura Christine Wefer, ΦBK
Margaret Bernice Wendling, ΦBK
Christopher Maharg Wixson
William Taylor Wojtach

Cum Laude

Holly Lynn Aubel
Matthew William Backes
Dayna Alicia Bandman
Lorene Rochelle de Beaumont
Kelli Lynn DeLuca
Mark Oliver Doehla
Laura Jean Drown
Megan Vera FitzGerald, ΣΞ
Betty Fotopoulos
Pontus Max Axel Gallen-Kallela Siren
Shelley Moses Godfrey
Dorothy Ellen Hanrahan
Daniel Clayton Hayden
Brent Robert Henze
Jeffrey Douglas Herrold
Dénes Frank House
Kimberly Sue Hunt
Ahsan Samad Janoo
Lisa Alyson Kalen
Christopher Wilson Kerr
Stephen Jarrod Knohl, ΣΞ
Kristin Hollis Malcarney
Kerry Anne Mammone, ΣΞ
Benjamin King Marsh
Brendan Jude McCormick
Richard Edward Meyers
Kristin Elizabeth Michaelsen
Kristin Kjaer Morsman
Bryan Kaspar Nielsen
Comfort Mduduzi T. Nkambule, ΣΞ
Charles Andrew Oestreicher
Lynn Ann Ralph

Nathalie Vèronique Rondon
Lauren Rubenstein
Alexandra Joy Sax
Patrick Robert St. Amant
Joanna Matthews Taylor
Marshall Armistead Trow
Diana van Maasdijk
Kyle Courtenay Velte
Katherine Susan Winn

Rite

Sarah Chase Abbot, ΣΞ
Brian Matthew Aho
Kathryn Elizabeth Akers
Aneesa Lynn Al-Khalidi
Elizabeth Michelle Aldave
Alexandra Austin Alevizatos
Jessica Cormack Allen
Noah Grant Allison
James Matthew Anders
Telisa Tennelle Ashwood
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Cord Jarrod Bailey
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Erich Albert Baumgartner
Whitney Bell
Howard Elliot Bender
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Wai Yip Chau
Sharon Yolande Chirwa
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Rahnia Beth El-Dada
Kenneth Charles Entlinger
Juliet Valentine Estridge
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Christopher Joseph Fauci
Andrew Wellington Fauver
Gregory Gerard Fedorcik
Jennifer Ann Feldman
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Meghan Sullivan Fitzpatrick
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Kerin Anne Gilmore

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Stanton Lull Williams
Andrew George Wittenberg
Robert Martin Wohlheuter
Matthew Lawrence Wolfrom
Grant Alan Wood
Sarah Billingsley Woods
Douglas Clayton Wrightsman
Kevin Bradford Wyckoff
Evan Jeffrey Zane
William Richard Zeltner

Visiting Students

Natasha Cherono Henley
Alexander Krivonosov
Irina Loukianova
Isabelle Poisson

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Chandler Dickinson Gammill, *New Canaan, CT*
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Deirdre Gugelot, *Clinton, NY*
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Hammad Raza Haider-Shah, *New Hartford, NY*
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Clayton Harry Hale III, *Syracuse, NY*
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James Peter O'Rourke, *Lyons Falls, NY*
Kathleen Mary O'Rourke, *Fairport, NY*
Charles Martin Obermeyer, *Ladue, MO*
Isik Okte, *Istanbul, Turkey*
Atiya Marie Olaleye, *Croton-on-Hudson, NY*
Katherine Beinecke Oliver, *Irmo, SC*
Peter Tak-Hun Otto, *Hanover, NH*
Carlene Overacker, *Clinton, NY*
Murat Ozvardar, *Istanbul, Turkey*

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Cameron McLear Paine, *Riverside, CT*
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Dariela Miriam Roffe, *Englewood, NJ*
Stacey Kiel Rohrer, *Gladstone, NJ*
Teresita Romero, *Worcester, MA*
Alison Rosenblum, *Berkeley, CA*
Kamau Rucker, *Far Rockaway, NY*
Kirstin Andrea Russell, *Valley Cottage, NY*
Sean Michael Ryan, *Hudson Falls, NY*

James V. Sabatini, *Farmington, CT*
Alexander C. Sacerdote, *New York, NY*
Joseph Eric Salvatore, *Manhasset, NY*
Jennifer Anne Samp, *Fairport, NY*
Jenny Sancio, *Flushing, NY*
Gianna Maria Santarelli, *Dallas, PA*
Benjamin Bonner Sargent, *Gloucester, MA*

Julie Claire Saslow, *Basking Ridge, NJ*
Kristin Jean Savory, *Grand Island, NY*
Thomas Aston Schellhammer, *Erie, PA*
Jeffrey James Schiro, *Tuckahoe, NY*
Christina Marie Schmergel, *Wellesley, MA*
Jessica Lynn Schneider, *Penn Yan, NY*
Megan Elizabeth Schoff, *Shaker Heights, OH*
Lisa Catherine Schreiner, *York, PA*
Amy Elizabeth Schuerman, *Ballston Lake, NY*
Kelly Elizabeth Schultz, *Deansboro, NY*
Howard Alexander Schumacher II, *Rochester, NY*
Greg Mathew Schwartz, *Westmount, Quebec, Canada*
Heather Micol Seasonwein, *Greenwich, CT*
Kathryn Alexandra Sgoutas, *Wilton, CT*
Kamila Naheed Shamsie, *Karachi, Pakistan*
Jennifer Rachel Shankman, *New Rochelle, NY*
Louis C. Shapiro, *Vineland, NJ*
Devin Tremayne Shay, *Liverpool, NY*
Amy Elizabeth Sherrick, *Queensbury, NY*
Sandra Lee Siemoens, *Syracuse, NY*
Jennifer Michelle Silber, *Bethesda, MD*
Marc Roger Simon, *Clinton, NY*
Elan Benjamin Singer, *Chappaqua, NY*
Samantha Stewart Skey, *Princeton, NJ*
Amy Elizabeth Smith, *Princeton, NJ*
Geoffrey Todd Smith, *Portsmouth, RI*
Gregory David Smith, *Schenectady, NY*
Derek Nicholas Snow, *Birmingham, AL*
Katharine Ann Soares, *Baldwin, NY*
Andrew Barnard Solmssen, *Summit, NJ*
Lilja Bjork Solnes, *Slingerlands, NY*
Jenny Renee Sorensen, *Rumson, NJ*
Elene Maria Spanakos, *Ridgewood, NJ*
Daniel Howard Spitzen, *Bala Cynwyd, PA*
Lille Caroline Springall-Gautier, *Marchena Echegaray, Mexico*
Carl Coltrane Stagg, *Fairview, PA*
Maryellen McMillan Stanton, *Scituate, MA*
Elizabeth deWindt Steck, *Gates Mills, OH*
Peter Shattuck Stiles, *New York, NY*
Tracy Leigh Stoer, *Rockville, MD*
Pamela Lee Stone, *Sandy Creek, NY*
John Patrick F. Strabley, *Barrington, RI*
Eric Mathew Strait, *Bethesda, MD*
Adriana Marie Sullivan, *Rockaway Park, NY*
Benjamin John Swainbank, *Lebanon, NH*
Sheryl Ann Szeflinski, *Richfield Springs, NY*

Emmie Taing, *North Bergan, NJ*
Chad Campbell Thompson, *Pittsburgh, PA*
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William Frederick Tracy III, *Rome, NY*
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Jason Gregory Tremlett, *Rome, NY*
Victoria Ann Tricarico, *Hopewell Junction, NY*
Geoffrey Karl Trukenbrod, *Schenectady, NY*
Jennifer Lynn Tsuha, *Shelby Township, MI*
Vladislav Tsyn, *Albany, NY*
Robert Scott Tucker, *Rye, NY*

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Allen Joseph Underwood II, *Oradell, NJ*
Lukasz Maria Urban, *Clinton, NY*

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Dirk Jan Van Heyst, *Center Moriches, NY*
Mariya Iosif Veksler, *New York, NY*
Ogetay Velialioglu, *Istanbul, Turkey*
Amandeep Sona Virdi, *Elmhurst, NY*
Jennifer Marie Vlack, *Chesapeake, VA*
Karen Marie Volmar, *Hannacroix, NY*
Marco Von Ballmoos, *Ilion, NY*

Alison Amy Walker, *Landenberg, PA*
Robert George Walsh, *Larchmont, NY*
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Janet Heagy Weaver, *Allentown, PA*
John Burnett Wedding, *Corning, NY*
Jason Charles Welch, *Madison, NJ*
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Foster Dale Wettlaufer, *East Aurora, NY*
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Elizabeth Tiffany Williams, *Milton, MA*
Florence Whitney Wilmerding, *Mendham, NJ*
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Patricia LaVonne Wojcik, *Monroe, CT*

Elizabeth Day Woodley, *Needham, MA*
Anthony Hamilton Woods, *New York, NY*
Vanessa Georgia Woog, *Paris, France*
Stacey Elizabeth Wransky, *Bristol, CT*
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Gretchen Russell Zurn, *Erie, PA*

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Rafael Alfaro, *Ithaca, NY*
Michael Jarrett Allan, *Skaneateles, NY*
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Carolyn Cervantes Antonio, *Jersey City, NJ*
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Lauren Allyn Arbolino, *Tenafly, NJ*
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Suzanna Deborah Buehl, *Chappaqua, NY*
Alicia Liana Buoni, *Williamstown, MA*

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Stacy Beck Calder, *New York, NY*
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Mark Whittaker Castaldi, *Oradell, NJ*
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Hunter Harris Chamberlin, *Cold Spring Harbor, NY*
Albert Isaac Charhon, *Seattle, WA*
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Heng Bun Cheng, *Bronx, NY*
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Erik Christopher Coleman, *Great Valley, NY*
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Jennifer Rita Colt, *Colton, NY*
Laura Alice Congdon, *West Hartford, CT*
Adeline Chase Cook, *Canandaigua, NY*
Sarah Elaine Cookingham, *Webster, NY*
Megan Krouse Cooledge, *Lexington, MA*
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Brett Michael Coughlin, *Pelham Manor, NY*
Michael Gorton Crary, *Albany, NY*
Lisa Marie Crisman, *Ilion, NY*
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Anthony Cunningham, *Baltimore, MD*

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Matthew William Davidson, *Everett, WA*
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Lisa Louise D'Elia, *Shrewsbury, MA*
Sarah Anne DeMarchi, *Shaker Heights, OH*

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Carol Lynn Derenzo, *Schenectady, NY*
Christian Anthony DeSiena, *Clifton Park, NY*
Katherine Ames Devir, *Peekskill, NY*
Sarah Jane Dietche, *New York, NY*
Kelly Kohl Dietz, *Goldens Bridge, NY*
Kathryn Kendall Dubin, *Greenwich, CT*
John Thomas Duke, *Williamsville, NY*
Gregory William Dunn, *Newtown Square, PA*
Sunil Kumar Dwivedi, *Islip, NY*

Janet Ruth Eanes, *Nashua, NH*
Andrea Rae Eastman, *Lakeland, FL*
Robert Randolph Edwards, *Providence, RI*
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Rachel Elizabeth Eland, *New York, NY*
John Naylor Elliott, *Morris, NY*
Gary Christopher Ellis, *Newington, CT*
Laura Anne Engelhardt, *Summit, NJ*

Jacqueline Monique Fabius, *Miami, FL*
Thomas Eric Farren, *Dedham, MA*
Mark Thomas Fedorcik, *Middletown, NJ*
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Holly Forrester, *Katonah, NY*
Marsha Marie Foster, *Clinton, NY*
Mary Shannon Fracchia, *New York, NY*
Jordan Michael Franceschini, *Croton-on-Hudson, NY*
Brian Stephen Frank, *Katonah, NY*
John Christopher Freedman, *Skaneateles, NY*
John Davern Freyer, *Gansevoort, NY*
Nathaniel Howell Furman, *New Canaan, CT*

Susan Marie Gallant, *Amesbury, MA*
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Ian Michael Gendreau, *Birdsboro, PA*
Robert Charles Gertzer, *Somers, NY*
Sharon Elizabeth Gibbons, *New Canaan, CT*
Jessica Anne Godfrey, *New York, NY*
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Jahanshah Goodarz, *Bedford, MA*
Alexis Reed Goulard, *New Canaan, CT*
Robert Michael Gray, *Nutley, NJ*
Alison Rachel Greene, *Katonah, NY*
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Carl Brereton Greenhous, *Ottawa, Ontario, Canada*
Gerard Douglas Griffith, *Jamaica, NY*
John Reed Gualtieri, *Milburn, NJ*
Christopher Thomas Guides, *Glen Cove, NY*

Heather Lyn Hakanson, *Syracuse, NY*
Patrick De Quincy Hargitt, *Linkebeek, Belgium*
Michael Todd Hargreaves, *Whitesboro, NY*
David Clouse Harper, *West Caldwell, NJ*
Robert Clayton Hatch, *Winthrop, ME*
Matthew Scott Havens, *Chatham, NJ*
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Jennifer Lynn Hawkins, *Forest, VA*
Eric James Hawrelak, *Auburn, NY*
Michelle Christine Hays, *Palo Alto, CA*
Sarah Elizabeth Heckel, *Dallas, TX*
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Kieran Patrick Hennigan, *Bronxville, NY*
Martin F. Hilfinger IV, *Tully, NY*
Leontine Hillenaar, *The Hague, The Netherlands*
Patrick Anthony Hines, *Ashburnham, MA*
Jahon Daniel Hobbeheydar, *Logansport, IN*
Jessica Alyse Hoffman, *Berkeley Heights, NJ*
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Sara Lyn Huffmire, *Mansfield Center, CT*
Feng Hui, *Luoyang, Henan, China*
Brian Matthew Hunt, *Fairfield, CT*
Caitlin Mariah Hurley, *New York, NY*

Ivan Yuriyevich Isakov, *New York, NY*
Joseph Daniel Iuorno, *New Hartford, NY*

Hannah Jameson, *Canton, MA*
Richard Fjeld Jensrud, *Heggedal, Norway*
Kelly Ann Jewett, *Three Mile Bay, NY*
Derrick William Johns, *Bristol, CT*
Ingrid Elise Johnson, *Atlanta, GA*
Jennifer Nicole Johnson, *Omaha, NE*
Richard Bruce Johnson, *Wallingford, CT*
Matthew Shaw Jones, *New York, NY*
Katherine Ann Jostrand, *Riverside, CT*

Baird Maclay Juckett, *Great Falls, VA*
Jennifer Ann Judson, *Huntington Bay, NY*

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Sarah Henley Kanwit, *Hartford, CT*
Kristan Michael Kaplinski, *Claremont, NH*
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Justin Benjamin Kaswan, *New York, NY*
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Brian Kelley, *Fairfield, NJ*
Shawn Louis Kelly, *Oakville, Ontario, Canada*
Patrick William Kenny, *West Long Branch, NJ*
Eric Peter Klein, *Rochester, NY*
Jessica Lynn Klein, *Rochester, NY*
Bradley Turner Kloza, *Rutherford, NJ*
Craig Russell Kollegger, *New York, NY*
Jonathan Kornstein, *Hartsdale, NY*
Santiago Ernst Korten, *Natick, MA*
Samantha Arin Koss, *Utica, NY*
Marko Kovacevic, *Milwaukee, WI*
Brian Robert Krawczyk, *Panama, NY*
Ashley Campbell Kreb, *Bryn Mawr, PA*
Nan Meredith Kurz, *New Fairfield, CT*

Tania Krystyna LaRocco, *New Hartford, NY*
Eric Anthony Lackner, *Katonah, NY*
Kathryn Husted Lamont, *Cobleskill, NY*
John Patrick Landers, *Bethesda, MD*
Peter John Latvis, *Yarmouth, ME*
Alan Wai Keong Lee, *Clinton, NY*
Ethan Caleb Lerman, *Middleburg, VA*
Drew Gibson Lewis, *Philadelphia, PA*
Yunfei Li, *Clinton, NY*
Lunshan Lyn Liao, *Pleasantville, NY*
Wanda Wei-Na Lim, *Taiwan, ROC*
H. Kennedy Linge, Jr., *Sewickley, PA*
Cynthia Marie Loffredo, *Schenectady, NY*
Hadley Howe Longstreth, *Philadelphia, PA*
Andrew Davis Lovell, *Longmeadow, MA*
Quang Ly, *Bronx, NY*
Peter Eui-Young Lyu, *Riverdale, NY*

Tianyu Ma, *Somerville, MA*
Robert Hunter MacGilvray, *West Islip, NY*
Elizabeth Silsbee Macartney, *Clinton, NY*
Melissa Ann Maderia, *Vineland, NJ*
M. Kevin Magbitang, *Troy, NY*
Cristina Maglieri, *West Hartford, CT*
David Paul Major, *Williamsville, NY*
Joshua Craig Maker, *Machias, ME*
Nicholas George Malafis, *Brooklyn, NY*
Sandra Lynn Malyszka, *East Windsor, NJ*
Garrett Sutherland Mann, *Upper Nyack, NY*
Tamara Laverne Mark, *Brooklyn, NY*
Jason Wayne Marsh, *Salamanca, NY*
Bartholomew McGuire Martin, *Ann Arbor, MI*
Virginia Uihlein Martin, *McLean, VA*
Whitney Elizabeth Martin, *Lexington, KY*
Ronald Joseph Martucci, Jr., *Eastchester, NY*
Nicholas Mastrocinque, Jr., *Valley Stream, NY*
Anne Lanethea Mathews, *Medford, NJ*
Sarah Diane Matloff, *Geneva, NY*
Beth Marguerite Maynard, *Clifton Park, NY*
Erin Bartlett McCann, *Huntington, NY*
Gregory McColgan, *West Hempstead, NY*
Justin Andrew McCormack, *Weston, MA*
Craig Peter McDonnell, *Floral Park, NY*
Megan Elisabeth McJennett, *Providence, RI*
Lawrence James McKiernan, *Montezuma, NM*
Scott Christopher McLean, *Monrovia, CA*
Dorothy Seward McLeod, *Nashville, TN*
Justin Brown Merickel, *Tallahassee, FL*
Christopher Erik Michaels, *Norwich, VT*
Andrew Tesch Miller, *Schenectady, NY*
Vanessa V. Miner, *Haworth, NJ*
Cynthia Carmel Mondesir, *Brooklyn, NY*
Theodore Lawrence Monoson, *Woodbridge, CT*
Robert Scott Montano, *Franklin Lakes, NJ*
Todd Douglas Moore, *Willoughby Hills, OH*
James Bolt Morehead, *Nashville, TN*
Mark Littlefield Mossler, *Vassalboro, ME*
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Mary Lynn Murphy, *Verona, NJ*

Tracy Anne Nasta, *Palatine Bridge, NY*
Nicole Alisa Neckles, *Brooklyn, NY*
Nicole Renee Neubelt, *Bronxville, NY*
Peter Christopher Nintcheff, *Strongsville, OH*
Elisabeth Jeanne Novak, *Fairport, NY*
Teri Anne Nugent, *Hamlin, NY*

Oraegbunam Nwabueze, *Kew Gardens, NY*

Denise Michele O'Brien, *Baldwin, NY*
Cristin Tracy O'Rourke, *Cambridge, MA*
Terence V. Olcott, *Garden City, NY*
Michael Angelo Olivo, *Carlstadt, NJ*
McLloyd Onwyechi Onwubere, *Riverdale, MD*
William Myers Orr, *Summit, NJ*

Thomas Edwin Paisley IV, *Chappaqua, NY*
James Michael Parker, Jr., *Oswego, NY*
Priya Patel, *Springfield, PA*
Jon Scott Patterson, *Hudson, MA*
H. Merritt Paulson III, *Barrington, IL*
Victor Peña, *Great Neck, NY*
Helder Pedroso Pereira, *Hartford, CT*
Kai Patrick Peterson, *Franklin Springs, NY*
Katherine Goodman Petrosky, *Santa Barbara, CA*
Cara Jeanne Petruzella, *Shrewsbury, NJ*
Christian Daniel Peyer, *Bethesda, MD*
Frederick Albert Pfeifer, *Fayetteville, NY*
Tracee Joy Plowell, *Nashua, NH*
Gretel Maura Porcaro, *Pelham Manor, NY*
Hayat Anna Prentice, *Philadelphia, PA*

Sejun Ra, *Flushing, NY*
Michael Ogden Rahmer, *Rome, NY*
Eliza Culver Fitz Randolph, *Cambridge, MA*
Sonja Katrina Raslavicus, *Lynnfield, MA*
Martin Benjamin Reichgott, *Croton-on-Hudson, NY*
John Peter Reilly, *West Simsbury, CT*
Jeannine Marie Reynolds, *Emmaus, PA*
Catherine Wood Richey, *Riverside, CT*
Jocelyn Amanda Ring, *Glen Ridge, NJ*
Ruben Rivero de Chappelin, *Caracas, Venezuela*
Erica Hathaway Robbins, *Barrington, RI*
Maya Reis Roberts, *Ithaca, NY*
Liza Marie Rodriguez, *Jamaica Estates, NY*
Anne Meredith Rood, *Concord, MA*
Jay Bernard Rose, *Bensalem, PA*
Melissa Ann Rosendorf, *Princeton Junction, NJ*
Emma Alexander Rounds, *Seoul, Korea*
Adam Patrick Rowland, *Watertown, NY*
Amy Elizabeth Russell, *Cohasset, MA*
Thomas Fenner Russell, *Moravia, NY*
William Peter Russell, Jr., *Whitesboro, NY*

Edgar Douglas Sager III, *Littleton, MA*
Colleen Celeste Sagullo, *Monsey, NY*
Sylvia San Pio, *Forest Hills, NY*
Sarah Lynn Sanborn, *Standish, ME*
Frederick Joseph Sanguine, *Frankfort, NY*
Kristine Elizabeth Santoro, *Syracuse, NY*
James Richard Saunders, *Piedmont, CA*
Virginia Rogers Savage, *Brunswick, ME*
Kelly Dacia Sayre, *Boyers, PA*
David Anson Schloat, *Mt. Kisco, NY*
Ava Lauren Schoen, *Englewood, NJ*
Amanda Lyle Schwartz, *Bethesda, MD*
Todson Brett Schweizer, *Hanover, NH*
Anthony Lamont Scott, *New Rochelle, NY*
Christine Amy Scudder, *Iowa City, IA*
Abigail Ellen Seaver, *Charlotte, VT*
Michael John Seibert, *Lebanon, PA*
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Limarys Sepulveda, *Bronx, NY*
James Allan Serhant II, *Huntington, NY*
Joan E. Serway, *Clinton, NY*
Mina Joy Shalit, *Whitefish Bay, WI*
Amy Frances Shapiro, *Saratoga Springs, NY*
Khizar Amjad Sheikh, *Staten Island, NY*
Amy Elizabeth Sheridan, *Ridgewood, NJ*
Christine Elizabeth Shuart, *Syracuse, NY*
Jonathan Lowell Shuman, *San Francisco, CA*
Zahid Siddique Siddique, *Lahore, Pakistan*
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Derek Scott Spingler, *Hamilton, MA*
Carl James Stamm, *Essex Junction, VT*
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Patrick Louis Starzan, *Port Jervis, NY*
Patricia Lynn Stasco, *Ilion, NY*
Joseph Smith Stern III, *Cincinnati, OH*
Alexandra Briggs Stevens, *Greenwich, NY*
Matthew John Stowell, *Auburn, NY*
Justin Robert Stutz, *Ilion, NY*
Peter Bryant Sullivan, *Carlisle, MA*
Richard Edward Sullivan, Jr., *Norwell, MA*
Eric Lee Sussman, *Unionville, CT*
Kevin Michael Swaluk, *Hadley, MA*
Matthew Carlisle Sykes, *Philadelphia, PA*
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Noah Reed Tannen, *New York, NY*
Brendan James Tapley, *Lakeville, CT*
Jussi Pellervo Tarjamo, *Brooklyn, NY*
Stephanie Ann Taylor, *Penfield, NY*
Jessica Lindsay Temple, *Geneva, NY*
Caroline Louise Thomas, *Bernardsville, NJ*
Joshua Mark Thorpe, *Sherrill, NY*
Kenneth Glenn Timm, *Bayport, NY*
Elizabeth English Tirana, *Riverside, CT*
Jason J. Topi, *Yorkville, NY*
Sharon L.W. Topi, *Rock Hill, SC*
David Kaan Tranter, *Istanbul, Turkey*
Gary David Tucker, *Lake Forest, IL*
Asli Tugrul, *Istanbul, Turkey*

Heidi VanScoy, *Candor, NY*

Andrew Sheppard Wainwright, *Greenwich, CT*
Min Wang, *Shanghai, China*
Douglas Norbert West, *Warrensburg, NY*
Timothy Bell Weymouth, *Montchanin, DE*
Paris Wilcox, *Earlville, NY*
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Frederick Robert Wolf, *Seattle, WA*
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Julie Frances Wolfe, *Piedmont, CA*
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Robert Mark Young, *Rochester, NY*

Matthew Anthony Ziccardi, Jr., *Glen Cove, NY*

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Jung-Ah (Kelly) Ahn, *Bronx, NY*
Rana Abdulraouf Al-Hallaq, *Amman, Jordan*
Benjamin Schrock Alderfer, *Williamsville, NY*
Ann Jones Allen, *Atlanta, GA*
Joshua Matthew Allen, *Argyle, NY*
Elisa Amaro, *Bronx, NY*
Louis Joseph Amo, Jr., *Rome, NY*
Timothy Edward Anderson, *Houston, TX*
Jason Philip Andris, *Basking Ridge, NJ*
Sophie Mary Anson, *Veigy, France*
Matthew David Areman, *Cortlandt Manor, NY*
Whitney Nichols Ashbridge, *Coral Springs, FL*
David John Aulisio, *Franklin Square, NY*
Nathan Robert Aydelott, *Minneapolis, MN*

Gavin Samuel Barber, *Westport, CT*
Jennifer Davis Barmon, *Melbourne, FL*
Ezra Bloodsworth Baylin, *Baltimore, MD*
Jill Bazar, *Boonton, NJ*
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Penelope Noel Beard, *Springfield, IL*
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Brian Douglas Bellucci, *Hudson, MA*
Roxanne Marie Benjamin, *Brooklyn, NY*
Benjamin Aaron Berkman, *New York, NY*
William Thomas Bernard, *Boxford, MA*
Kerry Lynn Bernstein, *Santa Barbara, CA*
Tara Margo Bernstein, *Stony Brook, NY*
Edward Bielejec, *Frankfort, NY*
Marie Ann Bishko, *Tuxedo, NY*
Michelle J. Bishop, *Auburn, ME*
Megan Louise Blackburn, *New Canaan, CT*
Paul Joseph Blechmann, *Scottsdale, AZ*
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Amanda Catherine Gauthier, *Bennington, VT*
Eric F. Gershon, *Branford, CT*
Alessandro Stefano Giangola, *Quogue, NY*
Robert James Gieser, *Chevy Chase, MD*
James Towl Gillies, *Old Brookville, NY*
Seth Robert Glasser, *Montclair, NJ*
Monique Desire Glivens, *Bronx, NY*
Daniel Michael Goldberg, *Richardson, TX*
James Andrew Goldstein, *Bayside, NY*
Douglas Linn Goodwillie, *Upper Montclair, NJ*
Valerie Ann Gorra, *Randolph, NJ*
Ryan Hill Gragen, *North Clarendon, VT*
Catherine Cray Graziani, *Springfield, MA*
Sheila Marie Green, *Salamanca, NY*
Tamara Jennifer Green, *Loudonville, NY*
Courtney Ann Greenan, *Cranston, RI*
John Charles Grenier, *Rochester, NY*
Amy Louise Grey, *Wingdale, NY*
Marion Emma Dunham Grinwis, *Brussels, Belgium*

Karina Beth Hahn, *Poughkeepsie, NY*
Owen Townsend Hall, *Manchester, MA*
R. Chandler Hall, *Kennett Square, PA*
Giles Alexander Hamm, *Lafayette, CA*
Brendan Joseph Hanlon, *Syracuse, NY*
Stacey Jo Hanna, *Hammondsport, NY*
Eric Scott Harkrader, *Weston, CT*
Jennifer Leslie Harmon, *Farmington, CT*

Kate Elizabeth Harris, *Glastonbury, CT*
Geraldine Healy Hart, *Sayville, NY*
Matthew Barrett Hawkins, *Madison, VA*
Erin Elizabeth Head, *Cincinnati, OH*
Gary John Heenan, *Brampton, Ontario, Canada*
Charlie Ernest Heisterkamp, *Denver, CO*
Seth Adam Hempling, *Getzville, NY*
Kimberly Sonja Henney, *Bryn Mawr, PA*
Kevin Tyrell Henry, *Hartford, CT*
Margaret Belser Higgins, *Lake Forest, IL*
Megan Taylor Higgins, *North Potomac, MD*
Daniel James Hillenbrand, *Baldwinsville, NY*
Katharine Ann Hintz, *Syracuse, NY*
Natsuko Hirai, *Bangkok, Thailand*
Julie Marie Hirst, *Andover, MA*
James William Hobson, Jr., *Sherman Oaks, CA*
Adam Kennedy Hodges, *Olean, NY*
Matthew Richard Hofacker, *Freeport, ME*
Heather Owen Hogan, *Swampscott, MA*
Christopher Arden Holt, *Schenectady, NY*
Blair Livingstone Hotchkies, *Pelham, NY*
Meaghan Lynne Hough, *St. James, NY*
Robert Jason Howard, *Skaneateles, NY*
Michael Peter W. Hrabchak, *Carthage, NY*
Albert York Huang, *Chester, NJ*
Kimberly Nicole Hurme, *Greenfield Center, NY*
Ming Chun Hwang, *Millburn, NJ*
Melissa Rachel Hyner, *Avon, CT*

Lawrence James W. Ikard, *New Canaan, CT*
Kathleen Ann Intravia, *Guilford, CT*
Ross Walter Israel, *Brooklyn, NY*

Elizabeth Dawn Jackson, *Littleton, MA*
Erik Andrew Jacobsen, *Bala Cynwyd, PA*
Karen Joy Jaffe, *Massapequa, NY*
Bryan Dana Jaroch, *Belmont, MA*
Jevon Vaughn John, *Brentwood, NY*
Benjamin David H. Johnson, *Upper Grandview, NY*
Marcus Lynch Johnson, *Loudonville, NY*
Marlin Duane Johnson, *Painted Post, NY*
Scott P. Jones, *Chicago, IL*

Catherine Sara Kaibni, *Silver Spring, MD*
Whitney Alexandra Kaiser, *Pepperell, MA*
Oyku Belkis Kalaycioglu, *Istanbul, Turkey*
Mathew Thomas Kane, *Forestburgh, NY*
Dimos Kapouniardis, *Thessaloniki, Greece*
Sarah Elizabeth Katz, *Auburn, ME*
Starlee Candace Kine, *Whittier, CA*
Jason Scott Kingsbury, *Fayetteville, NY*
Ema Kisel, *Ljubljana, Slovenia*
Geoffrey Woolsey Knopp, *New York, NY*
Scott David Kocher, *Wellesley, MA*
Nina Frances Kogut, *New York, NY*
Timothy Lowell Koumrian, *Harvard, MA*
Justin Kielt Kreter, *Wilton, CT*
Robert Herman Kroll, *Highland Park, NJ*

Devon Michael LaDelfa, *Warsaw, NY*
Nicholas George Laidlaw, *Hilton, NY*
Mara Laird, *Dover, MA*
Damaris Victoria Lakshmanan, *Shaker Heights, OH*
Seth Robert Lamont, *Cobleskill, NY*
Andrew David Lane, *Warsaw, NY*
Kevin Carl Larson, *Holden, MA*
Nissa Avinger Larson, *Bath, ME*
Benjamin Kane Lathrop, *Hingham, MA*
Thomas Philipe Lavenir, *La Rochelle, France*
Tony Law, *New York, NY*
Sophie LeMener, *Dallas, TX*
Justin Earl Ledden, *Sandy Creek, NY*
Joanne Legler, *Yorktown Heights, NY*
Jonathan William Lent, *Clinton, MA*
Katherine Sydney Lester, *Norfolk, VA*
William Greth Lester, *Wellesley, MA*
Jessica Lynn Levi, *Mohawk, NY*
Jennifer Lynne Levy, *Los Angeles, CA*
Noah Benjamin Lieb, *Woodbridge, CT*
Mark Melin Lilienthal, *Norwich, VT*
Marc Christopher Lingnau, *Mendham, NJ*
Amanda Justine Locke, *Bloomfield, CT*
Amanda Rochelle Locke, *Clifton Springs, NY*
Desiree Ann Lovell, *Meraux, LA*
Leslie Brett Lowenthal, *Muttontown, NY*
Peter Carl Luke, *Islip, NY*

Kelby Griffin Maher, *Elma, NY*
Adam Vincent Maltese, *Colts Neck, NJ*
Ronald Mammano, Jr., *Westfield, NJ*
Matthew S. Manges, *Swarthmore, PA*
Christopher Walter Marcisz, *Easthampton, MA*
Gwendolyn Griswold Marrs, *Kennett Square, PA*
Eric Lawrence Martin, *Massapequa Park, NY*
Kresimir Stjepan Marusic, *Zagreb, Croatia*

Victoria M. Massoud, *New Hartford, NY*
Brian James Matthews, *Worcester, MA*
Rebeca Caitlin Matthews, *Brooklyn, NY*
Tiffany Rachel Mattson, *Newburyport, MA*
Angeline Seufferle May, *West Chester, PA*
Brenda Eileen McCabe, *Chatham, NJ*
Benjamin Joseph McClellan, *Shushan, NY*
Elinor Mary McCord, *Guilford, CT*
Edward Joseph McDevitt III, *Philadelphia, PA*
Shane Thomas McGovern, *Utica, NY*
Andrew George McGregor, *St. Johnsbury, VT*
Anne Helen McIndoe, *Winchester, MA*
Elisabeth Halloway McKay, *Leland, MI*
Jeffrey Keegan McMahon, *North Andover, MA*
Kevin James McNamee, *Yonkers, NY*
Mark Anthony McNicholas, *Baltimore, MD*
Hillary Clinton Mead, *Burlington, VT*
Minere Michele Medina, *Bronx, NY*
Samuel Goodwin Menges, *New York, NY*
Sonya Menon, *Orchard Park, NY*
Stephen Woodhull Merriam, *Fayetteville, NY*
Jeffrey Daniel Merritt, *Bangor, ME*
Jeffrey Nelson Michael, *Yonkers, NY*
Margaret Catherine Michaels, *Rochester, NY*
Mark Joseph Mijangos, *Pittsford, NY*
Scott Thomas Milleisen, *Miller Place, NY*
Kim Marie Miller, *Wilton, CT*
Andrew Lawrence Mishalove, *Wallingford, PA*
Mark Aaron Moldenhauer, *East Aurora, NY*
Brynn Ellen Monaghan, *Mendham, NJ*
Ivan Eduardo Mora, *Stewart Manor, NY*
Riele Jessica Morgiewicz, *Latham, NY*
Amanda Susan Morison, *Rye, NY*
Gregory John Moscatel, *Arlington, MA*
Matthew Thomas Mosher, *Clinton, NY*
Patrick John Mulholland, *Natick, MA*
Jennifer Ann Murdock, *Brighton, NY*
Michael Shawn Murphy, *Clinton, NY*
Shawn Bernard Murphy, *Glens Falls, NY*

Lawrence Joshua Nagel, *New York, NY*
Emi Nakajima, *Berlin, Germany*
Robert Thomas Naughton, *Suffield, CT*
Joseph Patrick Nearey, *Darby, PA*
Elizabeth Ann Neary, *Durham, NC*
Hugh Warner Nelson III, *Monroe, CT*
Peter Eric Neuburger, *Liverpool, NY*
William Griffith Newman, *Bangor, ME*
Robert William Nichols III, *Skaneateles, NY*
James Michael Nobis, *Taberg, NY*
Brett James Nolan, *Westford, MA*
Elizabeth Anne Nolan, *Chappaqua, NY*
Joseph Adam November, *Bethesda, MD*

Timothy Patrick O'Brien, *Charlestown, MA*
Gregory Kyle O'Connell, *Hamden, CT*
Laura Elizabeth Oakley, *Schenectady, NY*
Paul Robert Oberto, *Lexington, MA*
Kristiane Courtney Odenbach, *Penfield, NY*
Maria Odessky, *Brooklyn, NY*
Ian William Ogden, *New York, NY*
Taketoshi Okuno, *Woodside, NY*
Scott Elliot Ornitz, *Montrose, NY*
Batubay Hamit Ozkan, *Istanbul, Turkey*

Kristin Michele Pabis, *Rome, NY*
Dale Avery Pabst, *Kobe, Japan*
Brittain William Packouz, *Bernardsville, NJ*
John Albert Painter, *Greenwich, CT*
David James Palinski, *Rome, NY*
Amy Nicole Palmieri, *Utica, NY*
Rachel Christine Parrish, *Murfreesboro, AR*
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Marisa Michele Perini, *Newtown, PA*
Emily Samantha Perricone, *Haworth, NJ*
Schuyler Hallett Perry, *Essex Junction, VT*
Joanna Lynn Peters, *Katonah, NY*
Kenneth Andrew Picariello, *Beverly, MA*
Rebecca Joy Pierce, *Seattle, WA*
Tucker Thompson Pierson, *Chadds Ford, PA*
Jodi B. Pink, *Washington Township, NJ*
Lindsey Lauren Pizzica, *Cazenovia, NY*
Jeremy Wyman Plumley, *York Springs, PA*
Jessica Jarman Powell, *Kansas City, MO*
Helen Marie Powers, *New Milford, CT*
Douglas Benton Prezzano, *Bedford, NY*
Sunshine Sumiza Pucci, *Cambria, CA*
Jessica Wiley Pufahl, *Mattituck, NY*

Charles Buffington Radil, *Omaha, NE*
Mauricio Ramirez, *Laurence Harbor, NJ*
Katherine Parks Rasin, *Chestertown, MD*
Paul Stephen Rava, *Rome, NY*
Leila Longfellow Ray, *Newport, RI*
Monica Elizabeth Redstone, *Rome, NY*

Christie Griffiths Reed, *Media, PA*
Mitsou Regis, *New York, NY*
Elizabeth Bonbright Reiber, *Dover, MA*
Naomi Joan Reis, *Kyoto, Japan*
Scott Gregory Reynolds, *Manlius, NY*
Susan Rha, *New Canaan, CT*
Joshua Todd Ribner, *Endwell, NY*
Evan Benedict Ricker, *Concord, MA*
Diane Karen Rieger, *Youngstown, NY*
Daniel Stewart Roberts, *Marblehead, MA*
Isabel Margaret Roberts, *Garrison, NY*
Christina Claire Robeson, *Santa Fe, NM*
Doran Curtis Robinson, *Saratoga Springs, NY*
Victor David Rodriguez, *Bronx, NY*
Jonathan Peter Rotolo, *Winchester, MA*
Joshua Aaron Roy, *Norwalk, CT*
Lee David Rubenstein, *Harrisburg, PA*
Kurt Norman Rudolph, *Portsmouth, RI*
Patrick Liam Ryan, *Selkirk, NY*
Sean Timothy Ryan, *Norwich, NY*
Timothy Suydam Ryan, *Bernardsville, NJ*

Erik Bruce Saari, *Hampton, NH*
Michael John Saber, *Potsdam, NY*
Michael Sacino, Jr., *Manhasset, NY*
Kekoye L. Sagnia, *Banjul, Gambia*
Brian Joseph Sahler, *Canandaigua, NY*
Imran Said, *Karachi, Pakistan*
Francis John Sally, Jr., *Dedham, MA*
Atul K. Sanghi, *Delmar, NY*
Hilda Santana, *Bronx, NY*
Rebecca Rose Santos, *Cumberland, RI*
Robert Edmund Sarle, *Brattleboro, VT*
Geoffrey Augustus Sawyer III, *Wilmington, DE*
Reeve Terry Schley, *Whitehouse, NJ*
Janelle Andrea Schwartz, *Longwood, FL*
Jason Alexander Schwarz, *New York, NY*
Aaron Zachary Schwimmer, *Staten Island, NY*
Katherine Marie Scovin, *Brooklyn, NY*
Andrew Trent Scully, *Whitesboro, NY*
Rebecca Farand Seaman, *Huntington, NY*
Jake Andrew Seymour, *Montpelier, VT*
Joshua Shames, *Wynnewood, PA*
Sara Pia Shapiro, *Vineland, NJ*
Gregg Maurice Sharp, *Union, NJ*
Darren Kenneth G. Shaw, *Clinton, NY*
Sean Paul Sheehan, *Spencer, MA*
Kurt Gregory Shotzberger, *Unionville, PA*
Mark Louis Silbersher, *Leawood, KS*
Anne Rebecca Sisk, *Summit, NJ*
Katrin Elizabeth Sjursen, *Old Lyme, CT*
Edward G. Skala, *Bayside, NY*
Laura Slattery, *Schenectady, NY*
Linda Susan Smallen, *Clinton, NY*
Leonie Christine Smith, *Brooklyn, NY*
Todd Stephen Smith, *West Chatham, MA*
Kenneth T. Sommers, *Wellesley, MA*
Elana Anne Sorrell, *Longmeadow, MA*
Molly Ruth Soule, *Victor, NY*
Raphaelle Marie Claire Spencer, *Burridge, IL*
Andresse Stacey St. Rose, *Diego Martin, Trinidad and Tobago*
Joshua Ian Stahl, *Montpelier, VT*
Timothy Paul Stanish, *Library, PA*
Marianne Ulrika Steen, *Upplands, Vasby, Sweden*
Raymond Anthony Stevenson, *South Windsor, CT*
Courtney Erin Stuedemann, *Libertyville, IL*
Michelle Elizabeth Suprenant, *Fort Edward, NY*
Rahul Mragheshchandra Swali, *Dar-Es-Salaam, Tanzania*
Jeremy Peter Swan, *Milford, CT*
Matthew T. Swensson, *Newton, MA*
Amanda Berry Swope, *Honey Brook, PA*
David Daniel Sylofski, *Queensbury, NY*

Amy Churchill Taylor, *Rye, NY*
George Judd Taylor III, *Windsor, CT*
Patrick Dennis Terrell, *New Vernon, NJ*
Kristina Anne Thomas, *Rutherford, NJ*
Meryem Toksoy, *Glen Cove, NY*
Jameson Wolfgang Toner, *Harwich, MA*
Christopher Aidan Toomey, *Washington, DC*
Kimberly Clapp Torres, *Wellesley, MA*
David Hancock Townsend, *Cape Elizabeth, ME*
Jennifer Tramontana, *East Hampton, NY*
Eiko Tsunematsu, *Yokohama, Japan*

Virginia Petra Upham, *New York, NY*
Doris Urbina, *Bronx, NY*

Peter Michael Valdina, *Auburn, NY*
Joshua Alexander Van Dyne, *Cutchogue, NY*
Antonio Vargas, *Bronx, NY*
Diane Elizabeth Varley, *Vermilion, OH*
Jose Gusavo Vasquez, *Bronx, NY*
Nathaniel Edward Vergow, *Attleboro, MA*
Nathaniel Sawyer Vick, *Darien, CT*

Kimberly Lynn Waldner, *Plainfield, NH*
Meggin Leandre Waldo, *Dennis, MA*
Cherisse Nadine Walker, *Hartford, CT*
Richard James Walker, *Forestville, NY*

James Torney Walkley, *Cold Spring Harbor, NY*
Louis Duane Wallick, *Stowe, VT*
Geoffrey Christian Walsh, *White Plains, NY*
James Christopher Walsh, *Tokyo, Japan*
James Hutton Walsh, *Providence, RI*
Philip Christopher Walsh, *Basking Ridge, NJ*
Karin Elizabeth Warner, *Pittsford, NY*
Wilson Fraser Warren, *Houston, TX*
Nathaniel Philip Waterman, *Grand Junction, CO*
Meghan Elizabeth Waters, *Summit, NJ*
Heather Lynn Wayne, *Auburn, NY*
David William Weaver, *Kennett Square, PA*
Liza Jai Webster, *Montpelier, VT*
Stephen Alec Weinberg, *Park City, UT*
Leah Michelle Weinstein, *Auburn, NY*
Daniel Thomas Wellehan, *Auburn, ME*
Tracy Danielle Weller, *Cambridge, MA*
Allison Lynn Wenger, *Delmar, NY*
Jayson Robert Wenstrup, *Euclid, OH*
Lois Alexis West, *Boynton Beach, FL*
Christi Ann Weston, *Martins Creek, PA*
Judith Claire Whitaker, *Watertown, CT*
Melissa Watt Wiechmann, *Avon, CT*
Elizabeth Leigh Wiggins, *Marietta, NY*
Joseph Timothy Willett, *Baltimore, MD*
Casey Marcelle Williams, *Guilford, NY*
Siobhan O'Connor D. Williams, *Sea Girt, NJ*
Dane Winslow Wolfrom, *Fox Island WA*
Alice Margaret Wydro, *Foster City, CA*

Kristin Sihyun Yoo, *Mundelein, IL*
Wonjoo Yoo, *Seoul, Korea*

Russell Allen Zacek, *Prospect, NY*
David Zegarelli, *Briarcliff Manor, NY*

Special Student

Charlotte R.L. Swan, *Edinburgh, Scotland*

Enrollment

Enrollment of Students by Classes, Fall 1992*

	Men	Women	Total
Class of 1993	220	196	416
Class of 1994	204	157	361
Class of 1995	251	195	446
Class of 1996	239	223	462
Visiting & Part-Time Special Students	9	16	25
Total	923	787	1710

** Numbers include students on campus as well as those in Hamilton-sponsored off-campus programs. Of the 108 students (mostly juniors) off campus last fall on approved academic leaves of absence, 60 were studying at foreign institutions.*

Geographic Distribution of Students by State and Country, 1992-93

State	*Students*
New York	760
Massachusetts	180
Connecticut	127
New Jersey	125
Pennsylvania	91
California	38
Maryland	32
Illinois	29
Ohio	27
Maine	26
New Hampshire	25
Vermont	21
Florida	15
Virginia	15
Rhode Island	13
Texas	12
Washington	11
Michigan	10
Colorado	7
Georgia	6
Missouri	5
Delaware	4
District of Columbia	4
Indiana	4
Nebraska	4
Minnesota	3
New Mexico	3
South Carolina	3
Wisconsin	3
Alabama	2

State	*Students*
Iowa	2
Oregon	2
Tennessee	2
Alaska	1
Kansas	1
Kentucky	1
Louisiana	1
Nevada	1
Oklahoma	1
Puerto Rico	1
Utah	1
Countries	
Canada	15
India	9
Japan	8
Turkey	7
China	5
Pakistan	5
Malaysia	4
Greece	3
Germany	2
Russia	2
Taiwan	2
United Kingdom	2
Venezuela	2
Austria	1
Bangladesh	1
Brazil	1
Bulgaria	1

Country	*Students*
Ceylon	1
Chile	1
Ecuador	1
Egypt	1
Finland	1
France	1
Guyana	1
Hong Kong	1
Indonesia	1
Iran	1
Italy	1
Jordan	1
Mexico	1
Netherlands	1
Norway	1
South Africa	1
Spain	1
Swaziland	1
Sweden	1
Switzerland	1
Uganda	1

Student Retention

Of the 444 full-time freshmen who enrolled at Hamilton College in the fall of 1986, 85 percent were graduated by the spring of 1990, 89 percent by the spring of 1991.

Degree Programs

Hamilton College is authorized by the New York State Education Department to offer the Bachelor of Arts degree in the following programs (enrollment in other than registered or otherwise approved programs may jeopardize a student's eligibility for certain student aid awards):

Programs	HEGIS Code
Africana Studies	*
American Studies	0313
Ancient Mediterranean Civilization	1599
Anthropology	2202
Art	1002
Art History	1003
Asian Studies	0301
Biochemistry/Molecular Biology	0414
Biology	0401
Chemistry	1905
Classics	1504
Comparative Literature	1503
Computer Science	0701
Dance	1008
Economics	2204
English	1501
English Literature	1502
Foreign Languages	1101
French	1102
Geology	1914
German	1103
Government	2207
History	2205
Interdisciplinary Programs	4901
Linguistics	1505
Mathematics	1701
Music	1005
Philosophy	1509
Physics	1902
Psychobiology	2099
Psychology	2001
Public Policy	2207
Religious Studies	1510
Russian Studies	0307
Sociology	2208
Spanish	1105
Theatre	1007
Women's Studies	4903
World Politics	2207
Writing	1507

* Application has been made to the New York State Education Department for approval of a concentration in Africana Studies, and that application is currently under review.

Family Educational Rights

The Family Educational Rights and Privacy Act of 1974 (commonly referred to as the "Buckley Amendment") was designed to protect the privacy of educational records, to establish the right of students to inspect and review their educational records, and to provide guidelines for the correction of inaccurate or misleading data through informal and formal hearings. Students have the right to file complaints with the Family Educational Rights and Privacy Act Office (FERPA), Department of Education, 5411 Switzer Building, 330 C Street S.W., Washington, DC 20201, concerning alleged failures by the institution to comply with the act.

The act permits the College to release certain "directory information." This information will not be released to salespeople, subscription sellers, etc., but will be used for College purposes, such as news releases and athletic programs. The following has been designated as "directory information": the student's name, address, and telephone listing, date and place of birth, major, participation in officially recognized activities and sports (from the Activities Questionnaire completed by each student), weight and height of athletic team members, dates of attendance, degrees and awards received, and the most recent previous educational institution attended.

If you do *not* wish any or all of this information released without your prior consent, please notify the Dean of Students in writing before September 15. In the absence of a negative response, the College will release this information when appropriate.

Copies of Hamilton's policy regarding the act and procedures used by the College to comply with the act can be obtained from the Office of the Dean of Students. Questions concerning the Family Educational Rights and Privacy Act may be referred to the Dean of Students or to the Registrar.

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